BOOK FOUR

YOUR ENGLISH

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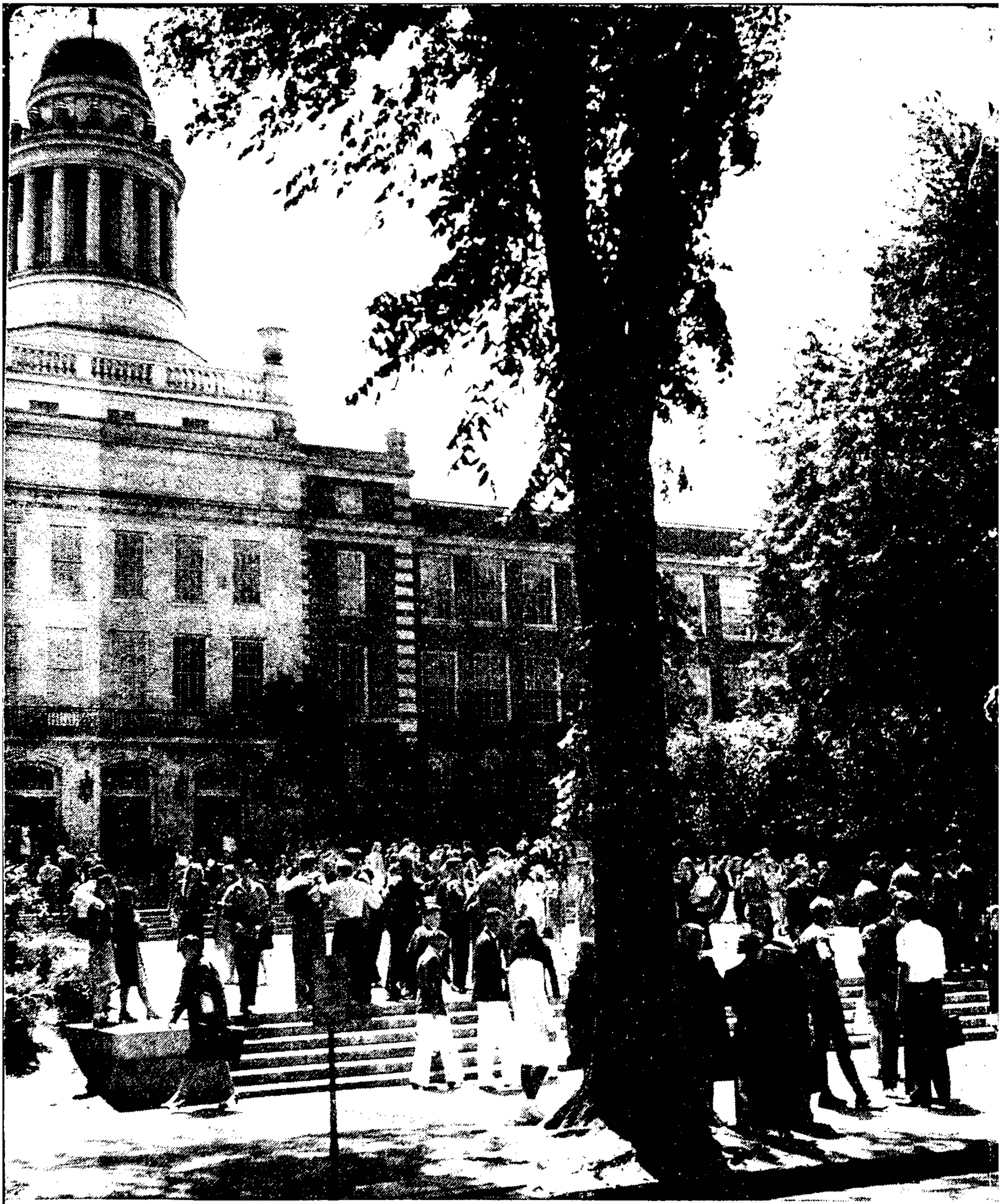

Ewing Galloway

THE ENTRANCE TO THE HIGH SCHOOL PROVIDES THE GREATEST OPPORTUNITY FOR MOST OF THE YOUNG PEOPLE IN OUR LAND

BOOK FOUR

YOUR ENGLISH

by

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and

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WOODROW WILSON HIGH SCHOOL
TEXTBOOKS
LONG BEACH, CALIFORNIA

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PREFACE

It is probably true that teachers of English uniformly believe that nothing is more important to American youth than a proficient foundation in our language and literature and that if such foundation is to be laid securely, the task must be undertaken both logically and seriously. There is considerable evidence that they feel the most effective presentation of essentials to be a return to the methods which characterized instruction a generation ago.

No great amount of disagreement is apparent as to the material that should be offered to secondary school students, but in many cases it is obvious that the presentation is not of the highest order. Lack of organization in subject matter results in loose teaching and consequently in ineffectual learning. Satisfactory achievement can come only from cogent planning and dynamic instruction. No book designed to teach fundamentals of our language should permit the student to lose sight of those fundamentals or to minimize their importance.

The authors of these books have attempted to produce a series which takes that fact into consideration. They have proceeded on the assumption that order is the basis of good teaching and that skill is developed only by adequate drill. Teachers will find them straightforward in subject matter and serious in style. They contain no material irrelevant to a profitable study by secondary school students. The method of presentation should insure the best results in the progressive development of the use of the English language.

Certain characteristics in the structure of the books should be emphasized.

1. Each book is divided into six periods of six weeks each. That division will prove to be of great advantage to schools following the present tendency to break up the year into six periods. For such schools the series is literally a course in English. The arrangement has no disadvantage, however, for schools that continue a monthly or semester system. In such cases the subject matter can readily be adapted to either of the latter schemes.

2. The subject matter is presented sequentially, each element running through the entire series. For instance, the subject of grammar, or letter writing, or explanation reappears in successive periods of each book. No element is presented complete as a block of work in any one spot; rather, the student gets repeated practice in the learning of every single principle.

3. At the beginning of each section in every period the objectives are clearly and concisely stated, so that both teacher and student know at a glance what is to be learned during the time devoted to that particular section.

4. Each principle is accompanied by generous illustrative material carefully selected from authentic sources. It should prove interesting to both student and teacher. The strength of any good text is in illustration, and these books will be found unsparing in the presentation of this valuable quality.

5. In the matter of grammar a uniform terminology has been adopted, and it is intended to be that which is acceptable to most teachers. In the teaching of grammar nothing is more confusing to the student than a variety of terminologies. There seems to be no good reason why more than one should be taught.

6. The activities, which are generally related to the common interests of boys and girls, are prepared for three levels of students. It is expected that they will be used cumulatively. The activities in Group I in each section are designed for the lowest level. The middle level should be expected to do the work in both Group I and Group II, while superior students

should be able to accomplish the activities in all three groups. The material is of progressive difficulty; but where Group I may be found too easy or Group III too difficult, adjustments can readily be made.

7. Each period of work has been rounded out with a section devoted to speech in some form; such as, the use of the voice, conversation, diction, reading aloud, making speeches, debate, or discussion. This work is designed to give the student specialized drill in oral English with particular emphasis upon the art of speaking before an audience. Every teacher will be quick to realize the importance of this work, since any student's accomplishment in the use of his language is measured by his ability to speak clearly and pleasantly in private conversation and effectively and easily in public. It is hoped that these sections on speech may be found particularly helpful.

Ray Cecil Carter
Robert V. Hunter

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FIRST PERIOD

(*Six Weeks*)

I. GRAMMAR

Nouns

WHEN, upon entering senior high school, the student is presented with unfamiliar principles, his usual comment is, "We've never had that." The truth is likely to be that he has forgotten both the information and the fact that it was once given to him. Especially is that true concerning grammar, which he rather likes to forget, because it seems unimportant.

But grammar is a science — as much of a science as any that you will study in the laboratory. Moreover, it is a significant science, dealing with the principles of language and expression as biology, for example, deals with the principles of life and growth. As a matter of fact, the science of grammar is basic to success in whatever you do, and must be part of your foundation if you are to go far in any field or type of work.

Each six weeks this year, therefore, you will have a concise review of one principle of English grammar. Make the most of this opportunity to refresh your memory about what you may have forgotten and to learn about new points. This study is a very essential element in your equipment for future skillful use of your language.

A. Objectives

1. To review thoroughly the study of nouns
2. To gain skill in the various uses of nouns

NOUNS · A *noun* names a person, place, thing, quality, idea, or action. The word is derived from the Latin word *nomen*,

meaning *name*. It is sometimes called a *substantive*, because it is self-subsistent or able to stand independently. Pronouns, verbals, and other parts of speech, when used as nouns, are also called substantives.

1. Kinds of Nouns
   - *a*. *Common*. A common noun is one that may be applied to any one of a class of objects. Examples: *man*, *state*, *government*, *holiday*, *country*, *college*, *house*, *tree*.
   - *b*. *Proper*. A proper noun is one that is applied to a particular one of a class of objects. Examples: *Mark Twain*, *Ohio*, *Parliament*, *Armistice Day*, *Canada*, *Cornell University*, *White House*, *Washington Elm*.
   - *c*. *Collective*. A collective noun is one that is applied to a group. When the group is thought of as a unit, it takes a singular verb. Example: The committee *gives its* decision tomorrow. When the group is thought of as a collection of individuals, the noun takes a plural verb. Example: The committee *create* an impressive appearance as *they* assemble around the table.
2. Properties of Nouns
   - *a*. *Person*. Person is the property of nouns that tells whether the speaker, the person spoken to, or the person or thing spoken of is meant. Nouns do not change their form to indicate a change in person.
   - *b*. *Number*. Number is the property of nouns that tells whether one or more than one is meant. Singular number refers to one; plural number refers to more than one. The plurals of nouns are formed in a variety of ways, most of which are covered by the following rules:
     - (1) Most nouns form their plurals by adding *s*: *house*, *houses*; *block*, *blocks*.
     - (2) Most nouns ending in *s*, *x*, *z*, *sh*, and *ch* form their plurals by adding *es*: *mass*, *masses*; *fox*, *foxes*; *buzz*, *buzzes*; *clash*, *clashes*; *birch*, *birches*.

(3) Most nouns ending in *o* preceded by a consonant form the plural by adding *es: manifesto, manifestoes; commando, commandoes; Negro, Negroes.*

(4) Nouns ending in *o* preceded by a vowel form the plural by adding *s: radio, radios; bamboo, bamboos.*

(5) Some nouns ending in *o* preceded by a consonant, mostly of foreign origin, form the plural by adding *s: bronco, broncos; cello, cellos.*

(6) Nouns ending in *y* preceded by a vowel form the plural by adding *s: journey, journeys; galley, galleys.*

(7) Nouns ending in *y* preceded by a consonant change *y* to *i* and add *es: ally, allies; city, cities.*

(8) Some nouns ending in *f* or *fe* form the plural by changing *f* or *fe* to *v* and adding *es: elf, elves; sheaf, sheaves.* Other nouns ending in *f* or *fe* form the plural by adding *s: dwarf, dwarfs; hoof, hoofs.*

(9) A few nouns form the plural in *en: child, children; ox, oxen.*

(10) A few nouns form the plural by changing the vowels within the word: *foot, feet; goose, geese.*

(11) Some nouns are plural in form but singular in meaning and require a plural verb: *breeches, goods, thanks, tongs.*

(12) Some nouns are plural in form but singular in meaning and require a singular verb: *civics, measles.*

(13) Some nouns have the same form for both singular and plural. They show their number by changing the verb: *heathen, salmon, sheep, swine.*

(14) Compound nouns form the plural in three ways:

(*a*) Some add *s* to the word described: *boathouse, boathouses; son-in-law, sons-in-law.*

(*b*) Some nouns make both parts plural: *manservant, menservants; womanservant, womenservants.*

(*c*) Nouns ending in *ful* form the plural by adding *s: armful, armfuls; bucketful, bucketfuls.*

(15) Letters, figures, and signs form the plural by adding *'s: 4's, r's, *'s, #'s.*

(16) Proper nouns form the plural by adding *s* or *es: John, Johns; James, Jameses; Stevens, Stevenses.*

(17) Titles form their plurals as follows:

(*a*) *Mr.* becomes *Messrs.* (pronounced "Messers")
(*b*) *Mrs.* becomes *Mmes.* (Mesdames)
(*c*) *Miss* becomes *Misses*

(18) Some nouns of foreign origin retain their foreign plurals in English:

alumna	alumnae
alumnus	alumni
analysis	analyses
antithesis	antitheses
axis	axes
bacterium	bacteria
basis	bases
crisis	crises
datum	data
ellipsis	ellipses
erratum	errata
hypothesis	hypotheses
magus	magi
oasis	oases
stimulus	stimuli
synopsis	synopses
thesis	theses

(19) Some nouns of foreign derivation have two plurals:

Noun	*Foreign Plural*	*English Plural*
addendum	addenda	addendums
appendix	appendices	appendixes
auditorium	auditoria	auditoriums
bandit	banditti	bandits
beau	beaux	beaus
candelabrum	candelabra	candelabrums

Noun	*Foreign Plural*	*English Plural*
curriculum	curricula	curriculums
emporium	emporia	emporiums
genus	genera	genuses
gladiolus	gladioli	gladioluses
gymnasium	gymnasia	gymnasiums
hippopotamus	hippopotami	hippopotamuses
larva	larvae	larvas
memorandum	memoranda	memorandums
nucleus	nuclei	nucleuses
radius	radii	radiuses
sinus	sinus	sinuses
stadium	stadia	stadiums
syllabus	syllabi	syllabuses
trousseau	trousseaux	trousseaus
vertebra	vertebrae	vertebras
vortex	vortices	vortexes

c. *Gender.* Gender is the property of nouns that distinguishes their sex. *Masculine gender* denotes males; *feminine gender* denotes females; *common gender* denotes either males or females; *neuter gender* denotes neither males nor females.

The gender of nouns may be shown in different ways:

(1) By different words

Masculine	*Feminine*
bachelor	spinster
earl	countess
fox	vixen
gander	goose
hart	hind
horse	mare
king	queen
monk	nun
ram	ewe
uncle	aunt
wizard	witch

(2) By suffixes

Masculine	*Feminine*
abbot	abbess
baron	baroness
czar	czarina
duke	duchess
god	goddess
hero	heroine
Joseph	Josephine
marquis	marchioness
prophet	prophetess
shepherd	shepherdess
signor	signora
sultan	sultana
tiger	tigress

(3) By prefixes

Masculine	*Feminine*
bull calf	cow calf
he-goat	she-goat
he-wolf	she-wolf
manservant	maidservant

(4) By the ending *man*, *woman*, *maid*, *boy*, or *girl: salesman*, *saleswoman; milkman*, *milkmaid; cash boy*, *cash girl.*

d. Case. Case is the property of nouns that expresses their relationship with other words in the sentence. There are three cases: *nominative*, *possessive*, and *objective*. In the possessive case nouns change their form to show relationship.

(1) *Nominative Case.* The following are the uses of the nominative case:

(*a*) As the subject

Good *books* influence character.

(*b*) As predicate nominative

That is an excellent *arrangement*.

(*c*) As an appositive to a noun in the nominative case

Miss Graves, the *clerk*, entered promptly.
That is Miss Graves, the *clerk*.

(*d*) As direct address

Do you suppose, *Jean*, that we can make it work?

(*e*) As an exclamation

Oh, my *books!*

(*f*) As a nominative absolute

The *plans* having been arranged, we set forth.

(2) *Possessive Case.* A noun is in the possessive case when it shows possession. One of the commonest errors in written English is the wrong formation of the possessive case. The following rule should help you:

To form the possessive case add **'s** *to all nouns, except plural nouns ending in* **s**. *To these add the apostrophe only.*

The *man's* actions interested us.
Who is *Jones's* brother?
The *children's* games were noisy.
We were glad to see the *girls'* play.

Joint ownership is expressed by adding *'s* to the last name.

My father is with *Johnson and Long's* law firm.

Except in the case of a few idiomatic expressions it is better not to apply the possessive case to inanimate objects. *The engine of the car* is preferable to *the car's engine*. Expressions like the following are accepted as good usage: *a dime's worth*, *a day's march*, *a week's wages*.

Avoid the use of an awkward expression like, *One of the boys' fathers will go with us.* Say, *The father of one of the boys will go with us.*

(3) *Objective Case.* Nouns are used in the objective case as follows:

(*a*) As the direct object. The direct object is the word that completes the meaning of the verb and names the receiver of the action expressed by it.

The group created a *stir.*

(*b*) As an indirect object after such verbs as the following:

allow	hand	restore
bring	leave	sell
deny	lend	send
fetch	let	show
forgive	owe	sing
give	pass	teach
grant	pay	tell
guarantee	refuse	throw

Will you pass *me* the book?

(*c*) As a retained object when a transitive active verb is changed to the passive voice

We were given the *privilege* of going.

(*d*) As a predicate objective

The judges named Weeks the *winner.*

(*e*) As an adverbial objective

The program lasted an *hour.*

(*f*) As the object of a preposition

I walked down the *road.*

(*g*) As the subject of an infinitive after verbs of *believing*, *commanding*, *expecting*, *knowing*, *letting*, *making*, *telling*, *thinking*, and *wishing*.

The teacher told the *class* to read ten pages.

(*h*) As the predicate complement of an infinitive

We thought him to be the *coach*.

(*i*) As an appositive to a noun in the objective case

I am going with Ted Wells, the *captain* of the team.

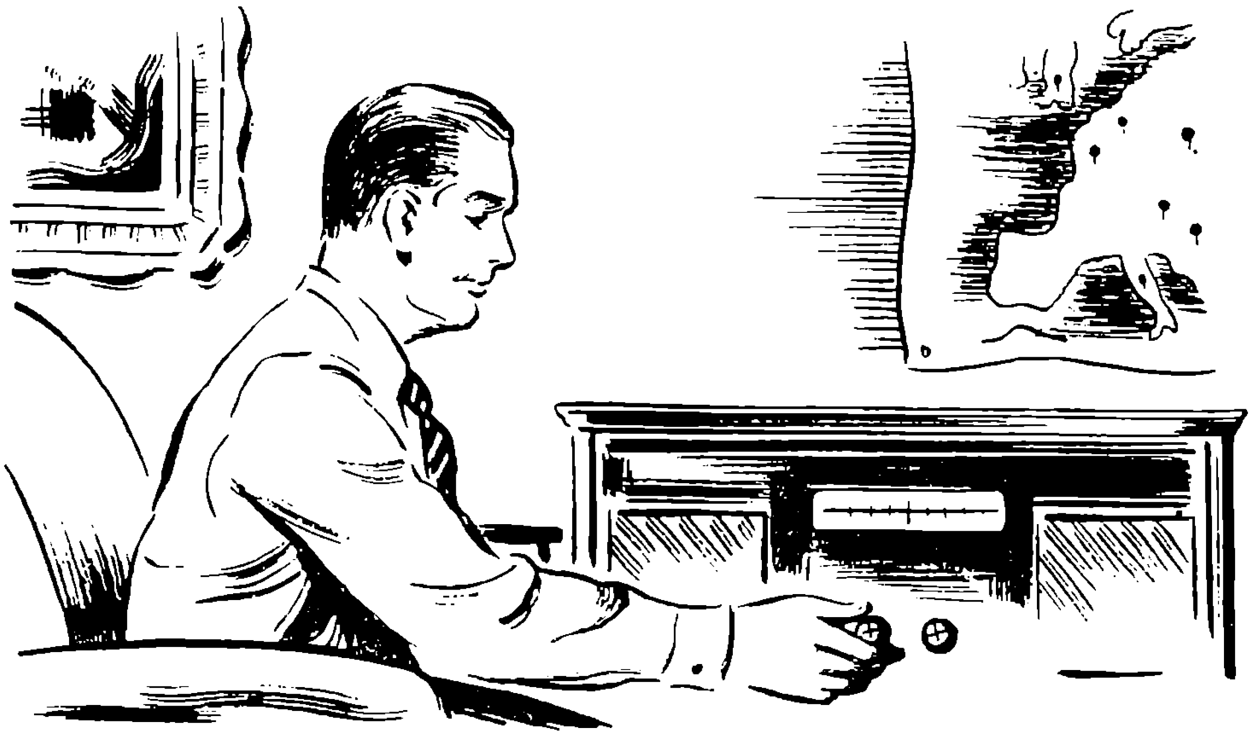
(*j*) As a cognate object

She grinned a broad *grin*.

B. Activities

Group I

a. Arrange three columns on your paper marked Common, Proper, and Collective. From the following paragraph select each noun and place it in the correct column.



KEEPING UP WITH CURRENT EVENTS

My Uncle Joseph was very keen about keeping up with current events. He read the newspapers, listened to the radio; and whenever he was in a group of people, he never missed an opportunity of inquiring what each thought about affairs in the world. He was particularly fond of plotting all the battles

of the war. This he did by the use of maps and pins. I shall never forgot those armies of various colored pinheads charging against one another all over Europe, Asia, and Africa. He had every company, fleet, and squadron under his thumb. "You know," said Uncle, "not losing touch with things that are going on gives one a feeling of the importance of living in these exciting times."

b. Arrange two columns on your paper. In the first, copy Column 1 below. After each common noun in Column 1, write in Column 2 a proper noun suggested by the class of objects to which it belongs.

Column 1	*Column 2*
1. train	1.
2. story	2.
3. monument	3.
4. ocean	4.
5. ruler	5.
6. picture	6.
7. invention	7.
8. battleship	8.
9. poet	9.
10. admiral	10.

c. Arrange two columns on your paper. In the first, copy Column 1 below. After each proper noun in Column 1, write in Column 2 the common noun that names the class to which the proper noun belongs.

Column 1	*Column 2*
1. *Two Years Before the Mast*	1.
2. John Burroughs	2.
3. Pikes Peak	3.
4. The Mediterranean	4.
5. Beethoven	5.
6. Constitution of the United States	6.
7. The *Chicago Tribune*	7.
8. Library of Congress	8.
9. Chile	9.
10. Bermuda	10.

d. Copy the following sentences, selecting the correct verbs from the parentheses:

1. The audience (was, were) gathering in the hall.
2. Our class (was, were) being taught by a substitute teacher.
3. The squad (meet, meets) every afternoon for practice.
4. The council (grant, grants) the amount annually.
5. The committee (go, goes) home after each session.
6. A strange people (inhabit, inhabits) the land.
7. The army (fight, fights) more valiantly than we expected.
8. Parliament (was, were) having an exciting debate.
9. A flock of birds (was, were) gathering in our orchard.
10. The regiment (form, forms) at Camp Dix.

e. Use the following collective nouns as subjects of sentences:

1. team	6. Congress
2. regiment	7. jury
3. club	8. Benj. H. Sanborn and Co.
4. navy	9. fraternity
5. fleet	10. society

f. Copy Column 1 on your paper. In a column marked Column 2, write the plural of the words in Column 1.

Column 1	*Column 2*
1. arch	1.
2. reef	2.
3. loaf	3.
4. chef	4.
5. echo	5.
6. banjo	6.
7. lily	7.
8. tragedy	8.
9. cousin-in-law	9.
10. horseman	10.
11. deer	11.
12. s	12.
13. Mr. Thomas	13.
14. Mrs. McClure	14.
15. Miss Holmes	15.

g. Copy Column 2 on your paper. In a column marked Column 1, write the singular of the words in Column 2.

Column 1	*Column 2*
1.	1. topazes
2.	2. grottoes
3.	3. dominoes
4.	4. dormice
5.	5. irises
6.	6. lookers-on
7.	7. mouthfuls
8.	8. bird's-eye views
9.	9. Drs. Marvin
10.	10. Mmes. Stevens
11.	11. quail
12.	12. %'s
13.	13. memoranda
14.	14. alumni
15.	15. lords justices

h. Copy Column 1 on your paper. In a column marked Column 2, write the feminine of the masculine nouns in Column 1.

Column 1	*Column 2*
1. adventurer	1.
2. baron	2.
3. cock	3.
4. duck	4.
5. duke	5.
6. earl	6.
7. governor	7.
8. lion	8.
9. lord	9.
10. nephew	10.
11. protector	11.
12. sir	12.
13. sorcerer	13.
14. sultan	14.
15. testator	15.

i. Give the reason for the case of each noun in the following sentences:

1. When are you going, Tom?
2. Yesterday, the anniversary of my parents' wedding, was also my birthday.
3. Exercise builds up the body and keeps the mind clear.
4. I spent most of the afternoon at Roger's house.
5. Can you pay me what you owe me?
6. Marie was given first choice in the drawing.
7. We shall remain a month unless something happens.
8. The other members of the team thought the judges would declare Olsen the best debater.
9. Oh, my gloves! I can't go without them.
10. Mr. Preston advised the club to call a meeting Tuesday.
11. I guessed it to be Jack.
12. Ted having arranged things, we gave him a vote of thanks.
13. My father bought the piano at McClure and Dorwaldt's.
14. The party visited the White Mansion, that old colonial house on the hill.
15. The boys' playground is in the rear of the school.
16. Joe and I arranged the chairs for the women's meeting.
17. Ann smiled a smile that was contagious.
18. There were excellent bargains at Sim's store.
19. The secretary gave each member a card for admission.
20. I thought the painting to be the finest in the exhibit.

Group II

a. Write sentences illustrating each of the following:

1. The plural of a noun ending in *o* preceded by a vowel
2. A noun having the same form for both singular and plural
3. The plural of a compound noun
4. The plural of a symbol
5. The plural of a proper noun ending in *s*
6. The plural of a title
7. The masculine and feminine of a noun which forms the feminine by adding a suffix
8. A noun used in apposition to the subject

9. A noun used as a predicate objective
10. Joint ownership
11. A noun in apposition to a noun in the objective case
12. A noun used as a retained object
13. A noun used as an indirect object
14. A noun used as an adverbial objective
15. A noun used as the subject of an infinitive
16. A noun used as the predicate complement of an infinitive

b. Make a column of figures from 1 to 9 corresponding to the rules in Column 2 below. Write before each number the letter of the noun in Column 1 to which the rule in Column 2 can be applied.

Column 1	*Column 2*
(*a*) beach	(1) Most nouns form their plurals by adding *s*.
(*b*) bounty	(2) Add '*s* to letters, figures, and signs to form the plural.
(*c*) Frenchman	(3) Some nouns ending in *s*, *x*, *z*, *sh*, or *ch* add *es* to form the plural.
(*d*) chemist	(4) Some nouns have the same form for both singular and plural.
(*e*) footstool	(5) Some nouns add *es* to the singular after changing *y* to *i*, if preceded by a consonant.
(*f*) t	(6) Some nouns form the plural by a change in vowel.
(*g*) trout	(7) Some nouns add *s* to the principal part of a compound word.
(*h*) news	(8) Some nouns are plural in form but singular in use.
(*i*) scissors	(9) Some nouns are used in the plural only.
(*j*) galley	(10) Some nouns ending in *y* preceded by a vowel form the plural by adding *s*.

SERIOUS THINKING MUST BE THE BASIS OF ALL WRITING THAT ENDURES. PRECISION AND NEATNESS CHARACTERIZE OUR GREAT DOCUMENTS

c. Write sentences containing the feminine gender of each of the following masculine nouns:

1. benefactor	11. Negro
2. boar	12. ram
3. Charles	13. sir
4. stallion	14. sire
5. enchanter	15. rooster
6. host	16. stag
7. tiger	17 steer
8. lad	18 uncle
9. landlord	19. widower
10. merman	20. son

d. Select the nouns in the following sentences. Classify them, name the case of each, and give the reason for the case:

1. The Declaration of Independence was adopted July 4, 1776.

2. It is a document which every citizen of the United States cherishes.
3. I think, George, that Lynbrook, the school which I am attending, would prove satisfactory to you.
4. It is appropriate that America celebrate Thanksgiving, a significant day in our history.
5. The whole territory having been surveyed, the engineers advised us to build the camp on Beech Lake.
6. The women's clubs and the men's fraternities have decided upon a day's outing, and Harold Billings's launch has been engaged for the occasion.
7. Whitney and Myers's store, the only department store in town, will help you to choose appropriate furniture for your house.
8. The court allowed the prisoner privilege to engage counsel.
9. Our committee was refused a request to appear before the council.
10. City authorities declared the building a hazard and recommended that it be torn down.
11. I wandered an hour in the woods before I could make myself believe that I was lost.
12. The whole populace thought the donor to be Wilbur Everett, president of the State National Bank.
13. Reserve about an acre, an adequate space for the entire structure.
14. I admired Roberts for fighting so good a fight.
15. We expected the lecturer to tell us more of his travels; nevertheless, it was a pleasant evening's entertainment.
16. Holmes's plea must have been earnest, for the principal guaranteed us a half holiday for the occasion.
17. We were allowed the first Thursday afternoon after the holidays.
18. The Atlantic Steamship Company's rates persuaded the party to cancel their train accommodations.
19. All things considered, we could not have made more satisfactory arrangements.
20. "A fire! Let's run down to the corner," said Harry, as he overtook his excited friend.

Group III

a. Write sentences which illustrate the possessive case of both the singular and the plural of the following nouns:

1. plowman	11. monkey
2. teacher	12. body
3. mistress	13. Filipino
4. sailor	14. child
5. Frances	15. goose
6. ox	16. manservant
7. mother-in-law	17. Dr. Green
8. deer	18. Mrs. Terry
9. team	19. Miss Crane
10. plaintiff	20. Mr. Wyman

b. Rewrite the following sentences, making each possessive case correct:

1. What is everybodys business becomes nobodys.
2. A months outing in my parents cottage was the familys vacation.
3. In a years time I have read most of John Burroughs writings and several of Henry James novels.
4. Delegates to the convention included the clubs president and all the members of the Boys Work Committee.
5. The mens, womens, and childrens groups were all invited to Dr. Stevens lecture.
6. The faculty suggested that all the students parents and friends be invited to the program.
7. Mr. Harris awards were the result of his calves presence at the fair.
8. Victory depends on the allies support of the cause.
9. I am most appreciative of my brother-in-laws kindness.
10. Duke knew at once his mistress voice.

c. Write the correct nouns denoting groups or collections of the following:

airships	birds	cedars	eggs
aldermen	boats	chickens	electors
ants	books	children	epics
bass	cadets	dogs	ewes
bees	calves	doves	facts

firs	knives	orders	sisters
fish	laws	pigeons	stairs
gladioli	letters	priests	teachers
grapes	mastiffs	Pullmans	trees
hogs	mittens	questions	voices
horsemen	nerves	ragamuffins	waitresses
hose	notes	rules	whiskers
invocations	nurses	schooners	wolves
irises	officers	shelves	workmen
keys	opinions	ships	youths

d. Rewrite the following sentences, making any necessary corrections:

1. We are to choose one of the boy's fathers as sponsor for our club.
2. The Girl's Vigilance Committee has it's meeting every Tuesday evening.
3. Among the mothers' contributions was a first-aid kit for emergencies.
4. William James was Henry Jame's brother.
5. I overlooked Frances's name in sending out the invitations.
6. After leaving college my brother will work in my cousin's-in-law office.
7. One deers tracks usually lead to several deer's hiding place.
8. The Misses Browns ran a private school for girls; the Drs. Harvey were both on the board of directors.
9. The Mrs. Thomases were both writers of stories for young people.
10. The editors-in-chief of both newspapers had formerly been attorneys-at-law.
11. Being among spys is worse than entertaining heathens.
12. There was every indication that the news were not to be encouraging.
13. Not everybodys thanks is so genuine as Julia's.
14. The banjoes, pianos, cellos, and oboes made a weird combination.
15. Although mathematics were more difficult than civics were, the boy's fathers offered rewards if they would take good marks in both.

II. THE COMPOUND AND THE COMPLEX SENTENCE

In order to drive an automobile, you have to know how to handle it. You have to know how it works and what parts control it. Handling sentences with ease and effectiveness is one of the surest signs that you have a fair control of your language. The greater your maturity in the use of the sentence, the pleasanter will be your speech and your writing.

Your previous study of the sentence has taught you that variety helps to make an attractive style. Probably you would have no difficulty in identifying or using sentences classified as to meaning: the declarative, the interrogative, the exclamatory, and the imperative. But you are still quite likely to be having trouble with the classification as to form: the simple, the compound, and the complex. Until you are able to distinguish and to use each form correctly and extensively, you will not be a skilled writer or speaker.

The following lessons review what you have learned about compound and complex sentences and give you added experience in the use of them.

A. Objectives

1. To learn what constitutes a compound sentence and how the parts are joined
2. To learn how the compound sentence is punctuated
3. To learn that the subordinate clause of a complex sentence may be used as a noun, an adjective, or an adverb
4. To learn the difference between restrictive and nonrestrictive clauses

B. The Compound Sentence

1. Structure

STRUCTURE OF THE COMPOUND SENTENCE Two or more simple sentences joined together make a compound sentence. When simple sentences are used as parts of a compound sentence, they are called independent clauses. Nearly always, though not necessarily, the parts of a compound sentence are joined by a co-ordinate conjunction. The chief co-ordinate conjunctions are the following:

and (both and)	not only but also
but	notwithstanding
for	or (either or)
however	still
moreover	then
nevertheless	therefore
nor (neither nor)	yet

A simple sentence with a compound subject or a compound predicate, or with both, should not be mistaken for a compound sentence. The construction of a compound sentence may be illustrated by the following:

Trees grow in our garden. (Simple sentence)

Trees and flowers grow in our garden. (Simple sentence with a compound subject)

Trees and flowers grow in our garden and furnish fruit and honey. (Simple sentence with compound subject, compound predicate, and compound object)

Trees and flowers grow in our garden, and the birds enjoy their fruit and honey. (Compound sentence)

The compound sentence above is made up of two independent clauses: *Trees and flowers grow in our garden* and *the birds enjoy their fruit and honey.* The two clauses are connected by the co-ordinate conjunction *and.*

In the first clause the complete subject is *trees and flowers* and *grow in our garden* is the complete predicate. The nouns *trees* and *flowers* are the compound subject, connected by the co-ordinate conjunction *and. Grow in our garden* is the complete predicate. The simple predicate is *grow*, modified by the adverbial phrase *in our garden*, in which *in* is a preposition with its object *garden. Our* is a possessive pronoun modifying *garden.*

In the second clause *the birds* is the complete subject. *Birds* is the simple subject, modified by the article *the. Enjoy their fruit and honey* is the complete predicate. The simple predicate is *enjoy.* The nouns *fruit* and *honey* are the compound object of *enjoy*, connected by the co-ordinate conjunction *and. Fruit* and *honey* are modified by the possessive pronoun *their.*

2. Punctuation

Punctuation of the Compound Sentence One of the most bothersome things about writing a compound sentence is punctuating it correctly. Without the proper punctuation, the sense of the sentence may be completely ruined. Sometimes a compound sentence may be so short as to need no punctuation for clearness, but usually a mark is required to separate the independent clauses. In a sentence as short as *He called and*

I answered, the brevity and the closeness in the relationship of the two clauses make punctuation unnecessary. For punctuating longer compound sentences, however, you will find the following rules helpful:

1. When the parts of a compound sentence are connected by a conjunction and neither clause contains commas, place a comma before the conjunction, except the following, which should always be preceded by a semicolon and followed by a comma if the construction of the sentence permits: *so*, *therefore*, *hence*, *however*, *nevertheless*, *moreover*, *accordingly*, *besides*, *also*, *thus*, *then*, *still*, and *otherwise*.

2. When the parts of a compound sentence are connected by a conjunction and either or both clauses contain commas, place a semicolon before the conjunction.

I spoke to Mr. Austin, my adviser, about the matter; but he thought I should not take the risk.

A meeting of the club, on suggestion of our faculty adviser, Mr. Gilbert, was held on Wednesday; and the matter of electing a new president, the most important business, was satisfactorily settled.

3. When the parts of a compound sentence are not connected by a conjunction, a semicolon should be placed between them.

We offered our services promptly; it was the least we could do.

Mr. Nevins urged us to read good books; they are the foundation for rich living.

4. When the verb is omitted in any one of the parts of a compound sentence, a comma should be inserted in its place.

The English class meets the second period; the mathematics class, the third; and the science class, the fourth.

For outside reading George Walton chose Dickens; Herbert North, Stevenson; and Jane Miles, Louisa Alcott.

C. The Complex Sentence

1. Structure

STRUCTURE OF THE COMPLEX SENTENCE A complex sentence is one that consists of one independent clause and at least one dependent clause. It may contain more than one dependent clause, but it is then a distinct type which you will study later. Remember a dependent clause is one that will not make sense when standing alone and therefore depends on an independent clause to express its full meaning. Dependent clauses in complex sentences may be used as nouns, adjectives, or adverbs.

1. *Noun Clauses.* A dependent clause in a complex sentence is a noun clause when it takes the place of a noun or is used as a single noun would be used. Such uses may be illustrated by the following sentences:

a. A noun clause used as the direct object

We do not know *why he failed.*

Why he failed is a noun clause used as the direct object of the verb *know*. Had the sentence read, *We do not know the reason for his failure*, the object of *know* would have been *reason*, modified by the adjective phrase *for his failure.*

b. A noun clause used as the subject

What one says helps to establish his reputation.

What one says is a noun clause used as the subject of the verb *helps*. The idea might have been expressed in the sentence, *One's words help to establish his reputation.* In that case the noun *words* would have been the subject of the verb *help*.

c. A noun clause used as the object of a preposition

It was interesting to hear about *what he had been doing.*

What he had been doing is a noun clause used as the object of the preposition *about*. The same idea could have been expressed in the sentence, *It was interesting to hear about his occupation*. In that sentence the noun *occupation* would have been the object of the preposition *about*.

d. A noun clause used as a predicate nominative

The best thing about the position is *that it may lead to promotion*.

That it may lead to promotion is a noun clause used as the predicate nominative after the verb *is*. If the thought had been written in the sentence, *The best thing about the position is the opportunity for promotion*, the predicate nominative would have been *opportunity*, modified by the adjective phrase *for promotion*.

e. A noun clause used as an appositive

One truth is clear — *that we can delay no longer*

That we can delay no longer is a noun clause in apposition with *truth*.

2. *Adjective Clauses*. A dependent clause in a complex sentence is used as an adjective clause when it modifies a substantive.

In the sentence, *A book which I enjoy is "Two Years Before the Mast," which I enjoy* is an adjective clause modifying *book*. And in the sentence, *We followed the directions which he gave, which he gave* is an adjective clause modifying *directions*.

Adjective clauses may be introduced by relative pronouns or by relative adverbs.

The relative pronouns are *who*, *which*, *what*, *that*, and *as*. All these except *what* have antecedents. *Who* and *which* are declined; the others are not. The declension of *who* and *which* is as follows:

Singular and Plural

Nominative	who	which
Possessive	whose	whose
Objective	whom	which

Who applies to persons and *which* to animals and things. *That* may apply to persons, animals, or things. *That* is frequently used in a restrictive sense, though not necessarily. Observe the correct use of the relative pronouns in the following sentences:

Students who read widely converse freely.

Who read widely is an adjective clause modifying *students*. *Who* is used because it refers to persons.

I saw the boy that did it.

That did it is an adjective clause modifying *boy*. *That* is used to show that the clause is restrictive, though *who* might also be used.

Animals which live in the woods are timid.

Which live in the woods is an adjective clause modifying *animals*. *Which* is used because it refers to animals, although *that* might be substituted for *which*.

When we refer to inanimate objects, we customarily use *of which* instead of *whose*. The sentence, *We rescued the animal whose leg was broken* is correct. *Whose leg was broken* is an adjective clause modifying *animal*.

The sentence, *An old book, the leaves of which were torn, furnished his only reading*, is to be preferred to the form *An old book, whose leaves were torn, furnished his only reading*.

Some of the relative adverbs by which adjective clauses may be introduced are as follows:

Place	*Time*
whence	after
where	before
whither	since
	till
	until
	when
	while

Their use as introductory words in adjective clauses may be illustrated by these sentences:

> The house *where we live* was my grandfather's.
> We celebrate the day *when Columbus discovered America.*
> He used favorably the time *while he was alone.*

3. *Adverbial Clauses.* A dependent clause in a complex sentence may be an adverbial modifier. The sentence, *We spent the night where the trail up the mountain begins*, contains the adverb clause *where the trail up the mountain begins* which modifies the verb *spent.* The particular effect of the adverb clause is observed if the sentence be put beside those in which the single adverb or adverb phrase is used and in which the same idea is expressed; namely, *We spent the night there*, or *We spent the night at the beginning of the trail.*

Adverbial clauses may be introduced by

a. Relative adverbs

> We lit the bonfire *when the game was over.*

When the game was over is an adverbial clause modifying the verb *lit.* You learned other relative adverbs in your study of adjective clauses.

b. Subordinate conjunctions

> He was unhappy *because he had not succeeded.*

Because he had not succeeded is an adverb clause modifying the adjective *unhappy.*

Other subordinate conjunctions in common use are:

although	since
as	than
as if	that
as though	though
because	unless
if	whereas
lest	whether
now	why

c. Relative or interrogative pronouns

We are not sure *which camp we shall rent.*

Which camp we shall rent is an adverb clause modifying the adjective *sure.*

Thus far we have seen adverb clauses modifying verbs and adjectives. They may also modify adverbs, as in the sentence, *The parade extended farther than we could see. Than we could see* is an adverb clause modifying the adverb *farther*

One regulation that should be carefully observed in writing a complex sentence is that the main idea be expressed in the independent clause. It is easy to write such a sentence as, *We were just making up our minds that we had lost when Hotchkiss made a winning basket.* What we really mean is, *When we were just making up our minds that we had lost, Hotchkiss made a winning basket.* When you observe carefully, you see that the main idea is *Hotchkiss made a winning basket.* It should, therefore, be expressed in the independent clause.

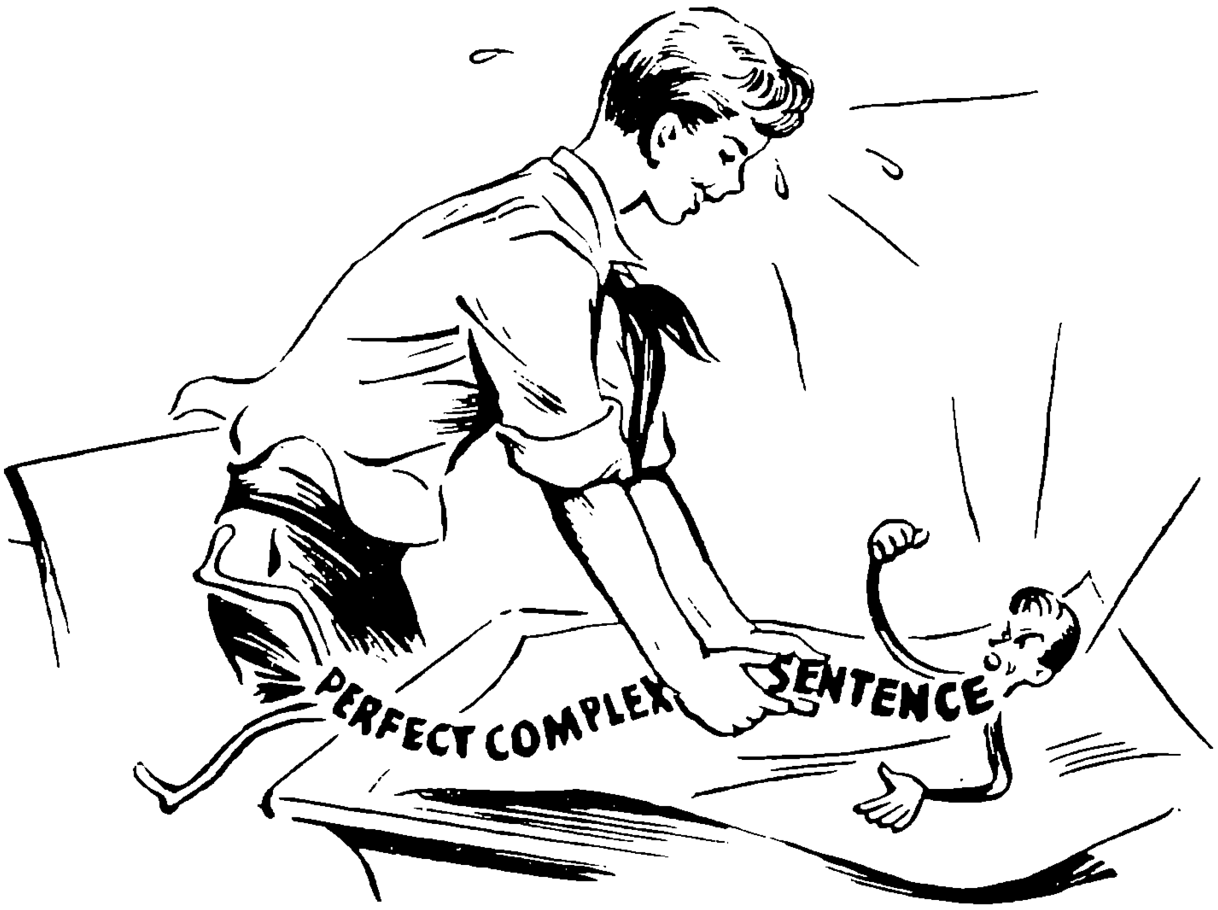
2. Punctuation

Punctuation of the Complex Sentence There are two bothersome instances in punctuating a complex sentence. If you conquer the difficulties now, you will save yourself trouble with this type of sentence during the remainder of your school course.

1. *Introductory Clauses.* The adverb clause often precedes the independent clause. That order frequently makes both a clearer and a stronger sentence. When the adverb clause does introduce the sentence, it should be followed by a comma. The following are illustrations:

While I was waiting, I read several pages.
When the attendance had been taken, the class was dismissed.
If you know the way, we need no guide.
Although it is said to be true, Mr. Clifford denies it.

2. *Restrictive and Nonrestrictive Clauses.* A clause that is necessary to the sense of the sentence is called *a restrictive clause* and



VICTORY! AT LAST A PERFECT COMPLEX SENTENCE!

should not be set off by commas. Read the following sentences and observe the importance of the dependent clauses to their sense.

> There is always a question before there is an answer.
> A fountain pen that leaks is useless.
> It has been six weeks since we had vacation.
> He will be promoted if he passes his examinations.
> The weather will not clear unless the wind changes.

In the first and third sentences the main clauses alone contain no meaning at all. They require the dependent clauses to complete them. Neither *There is always a question* nor *It has been six weeks* makes sense. In the second sentence, the clause *a fountain pen is useless* is not the idea implied. *That leaks* is necessary to the sense of the sentence.

The independent clauses in the last two sentences do not express truths. It is not true that *He will be promoted;* it will be true only *if he passes his examinations.* Neither is it true that *The*

weather will not clear; it will not clear *unless the wind changes.* In both cases the dependent clauses are necessary to complete the truth the writer wishes to express.

Clauses which are not necessary to the sense of the sentence are called *nonrestrictive clauses* and should always be set off by commas. In the following sentences you will observe that the dependent clauses are nonrestrictive, because the independent clauses without them are complete ideas:

John Severs, who is suffering from a broken leg, rated highest in his class.

It will be a good day, since the sun rose clear and the wind is in the west.

Fewer students study Latin each year, until now we have only one class beginning it.

It was, as has already been said, the deciding battle of the war.

At half past two, when the game was called, every student was in the grandstand.

D. Examples of Compound and Complex Sentences from American Authors

1.

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of evening drew on, within view of the melancholy House of Usher. (From *The Fall of the House of Usher*, by Edgar Allan Poe)

2.

That night Pizarro held a council of his principal officers, and it was determined that he should lead the advance, consisting of forty horse and sixty foot, and reconnoiter the ground; while the rest of the company, under his brother Hernando, should occupy their present position till they received further orders. (From *The Conquest of Peru*, by William H. Prescott)

3.

They had not been long in these quarters, when a messenger arrived, one of those who had accompanied the Indian envoy sent by Pizarro, to Atahuallpa. He informed the general that the road was free from enemies, and that an embassy from the Inca was on its way to the Castilian camp. Pizarro now sent back to quicken the march of the rear, as he was unwilling that the Peruvian envoy should find him in his present diminished numbers. The rest of the army were not far distant, and not long after reached the encampment. (From *The Conquest of Peru*, by William H. Prescott)

4.

When the royal procession had arrived within a half a mile of the city, it came to a halt; and Pizarro saw, with surprise, that Atahuallpa was preparing to pitch his tents, as if to encamp there. A messenger soon after arrived, informing the Spaniards that the Inca would occupy his present station the ensuing night, and enter the city on the following morning. (From *The Conquest of Peru*, by William H. Prescott)

"I SAT IN MY SUNNY DOORWAY"

5.

Sometimes, in a summer morning, having taken my accustomed bath, I sat in my sunny doorway from sunrise till noon, rapt in a revery, amidst the pines and hickories and sumacs, in undisturbed solitude and stillness, while the birds sang around or flitted noiseless through the house, until by the sun falling in at my west window, or the noise of some traveler's wagon on the distant highway, I was reminded of the lapse of time. I grew in those seasons like corn in the night and they were far better than any work of the hands would have been. (From *Walden*, by Henry David Thoreau)

6.

I have occasional visits in the long winter evenings, when the snow falls fast and the wind howls in the wood, from an old settler and original proprietor, who is reported to have dug Walden Pond, and stoned it, and fringed it with pine woods; who tells me stories of old time and of new eternity; and between us we manage to pass a cheerful evening with social mirth and pleasant views of things, even without apples or cider, — a most wise and humorous friend, whom I love much. (From *Walden*, by Henry David Thoreau)

E. Activities

Group I

a. Select the independent clauses in the following compound sentences and any conjunctions that connect them. Account for the punctuation in each sentence:

1. I had less time for reading; I worked out of school.
2. A special meeting was called; and everybody was present.
3. Albert was in high spirits, and we all shared his enthusiasm.
4. I missed what he said; my attention was divided.
5. Either we shall have to go late, or we shall be obliged to return early.
6. On Saturday it rained; so the game had to be canceled.
7. Not only did we have engine trouble, but we also got on the wrong road twice.
8. Finally we arrived, but everybody was in a tired condition.

9. The boat sailed out of the harbor, and all on the wharf waved farewell.
10. Our treasury was low; therefore we decided to wait for our equipment.
11. There must be faithful practice, or our team will be in poor condition.
12. The play is nearly ready for production, but we need a few more rehearsals.
13. It will be necessary to return early, for our supplies are giving out.
14. My studies take much of my spare time, and my paper route takes the remainder.
15. There may be a reason for the delay, but I do not understand it.
16. The band stopped playing; then Mr. Carson introduced the speaker.
17 I followed the directions carefully; still the result was unsatisfactory.
18. We must get an early start, or we shall not arrive by evening.
19. I like Emily Dickinson's poems; I should like to know more of her life.
20. Collies make excellent pets; they are, however, difficult to raise.

b. Tell whether the following sentences are simple, compound, or complex:

1. We planted a large garden, but dry weather prevented its growing.
2. A full moon and the fragrance of the fields were signs of autumn.
3. Her manner and her expressions reminded me of her mother.
4. Do not wait for me if you are in a hurry.
5. Unless I make the report today, it will not count.
6. I am grateful for both your kind words and your gifts.
7. We shall come for you Sunday, though you may stay longer.
8. When you write, will you say a good word for me?
9. Neither the words of the speaker nor his expression affected me.

10. It seems to me that we should be almost there.
11. He read rapidly but missed none of the meaning.
12. Grant made a great general, because he was a man of determination.
13. Memorizing and speaking in public are easy for some but difficult for others.
14. Do you know whether the vacation will begin Wednesday or Thursday?
15. Can we enter unless we have tickets?
16. His fondness for sports and his eagerness to get good marks made Barford an interesting student.
17. She hardly understood whether we were in earnest or not.
18. The building was built as it had been planned by the architect.
19. Owning a car and having plenty of time make it easy to do a great many things.
20. If we win two more games, we shall have the championship.

c. Punctuate the following compound sentences:

1. We shall do our best and then we shall have no regrets.
2. I could have done better but my time was limited.
3. Evelyn should get good marks she has plenty of time for study.
4. A man makes friends or he misses the richest thing in life.
5. The door was unlocked they had no difficulty in entering.
6. Our principal Mr. Paxton is very kind but he seems rather embarrassed.
7. Shall you be coming alone or will your father accompany you?
8. The coach was pleased with the play still the cast thought it should have done better.
9. The hunting season begins Friday therefore we shall spend Saturday at our camp.
10. There have been heavy winds yet the leaves remain on the trees.
11. We spent most of the day in the woods but the evening we enjoyed before the open fire.
12. Black clouds gathered about four in the afternoon then a terrific storm came from the northeast.

13. I have seen many gay autumns but the colors this year seem to break the record.
14. Many pastimes make the evenings pleasant however I like best a good mystery story.
15. Our bus goes shortly therefore I think we should do our packing.

d. Punctuate the following complex sentences:

1. When we saw the signal we stopped immediately.
2. Although he was not the most popular player he was nevertheless made captain.
3. We shall be forced to return by six because that is the regulation.
4. The people came in twos and fours until the hall was finally filled.
5. I have heard although it may not be true that Mr. Williams has resigned.
6. At four when there was nothing to be done we went for a hike over the farther hill.
7. If we had the material we could start the job this afternoon.
8. Logs which are essential for making paper were coming down river in huge quantities.
9. At the brook we began the hike which is the only means of reaching the camp.
10. When Lieutenant Ross who is to be the speaker arrives upon the platform we shall all rise.
11. Unless we cover the flowers the frost is likely to injure them.
12. While we were sitting in the library we could see snow falling on the distant hills.
13. Tonight I shall take you to the meeting of the Burroughs Club which was named for the great naturalist.
14. If we go by the back road we may have a glimpse of the battlefield.
15. The robins that often come north as early as March are now nearly all gone south for the winter.

e. Write compound sentences containing the following sets of simple sentences. Use as many different conjunctions as you can.

1. We were late. We could not help it.
2. Our friends came. They could not stay long.

3. I appreciate your kindness. I shall always remember it.
4. Remember the groceries. We shall have nothing to eat.
5. Chemistry is interesting. I prefer biology.
6. I have finished my airplane model. It does not work.
7. Shall we play football? Shall we go for chestnuts?
8. I have work to do. I had better stay at home tonight.
9. The path led to the spring. It was very crooked.
10. I didn't make the team this year. I shall do my best another season.

f. Combine the following sets of sentences into complex sentences. Determine thoughtfully which should be your independent clause in each complex sentence, and punctuate carefully.

1. I can help you. Let me know.
2. She was color-blind. She selected the wrong goods.
3. You know the way. You are likely to get lost.
4. He was serious. I could not accept his offer.
5. I shall not be able to go. We have company at home.
6. He comes home. I will ask him about it.
7. Philip is popular. He missed being elected.
8. Eugene drives carefully. He has never had an accident.
9. You can trust him. He has had plenty of experience.
10. Harland got the position. He did not go to college.

Group II

a. Some of the following sentences are compound and some are complex. Separate the independent clauses from those that are compound, and both the independent and dependent clauses from those that are complex. Explain the punctuation in each.

1. Jack Benson is the leading student in the school; he will receive everybody's support.
2. When you go to town, I wish you would do an important errand for me.
3. Because I am fond of forestry, I planned to write my composition about rare trees, many of which are found in this locality.
4. I am hoping to go to college, but I may not be able to carry through all my plans.

5. We expect to spend the winter here; however, my father's business may take us away at the beginning of next year.
6. Although there are opportunities here for winter sports, not many students seem interested in them.
7. From my study window I have a good view of the whole range of mountains; and, although I have never climbed any of them, I often imagine being in familiar spots among them.
8. My brother will be transferred to another territory if his sales continue to increase.
9. We shall have a holiday tomorrow, since that was the agreement if the game were played then.
10. Mr. Ferris, whom you may recall meeting in June, has become my father's business partner.
11. The president of the club two years ago was Walter Sprague, who now lives in California.
12. I have been offered a job at a boys' camp for next summer, and I think by accepting it I can make money enough to go to school for another year.
13. Our dramatics club, although only three years old, has already become very popular; and this year we hope to do one or two plays out of town.
14. Would you advise me to accept this offer, or do you think it would be better to take a chance on another one's coming at the close of school?
15. When I have finished this year at school, I hope to have made up my mind concerning the course that I should take in college.
16. Should we draw any conclusions before we have learned more facts?
17 My home town, which happens to be the oldest in the state, is two hundred years old; and we are celebrating the anniversary with a historical pageant.
18. We should start our return hike shortly, for it gets dark early in the woods at this season.
19. Unless there is more enthusiasm over sports in our school, we shall be forced to reduce our schedule of games.
20. There must be something exciting going on in the valley, because everybody is headed in that direction.

b. Copy the following sentences, punctuating them correctly.

1. As I came along the road I kept hearing shouts beyond the hill.
2. The author told a good story but it didn't hold my attention very closely.
3. Gibson has done a good job on the team this year and if I am not mistaken he will be elected captain.
4. The tower commemorates the founding of the city and the bells in it are the gift of the citizens.
5. I should know the answer to that question but like so many things it has gone completely from me.
6. If you have time while you are down town I should be pleased if you would call at the station for a timetable.
7. There must be game in these woods because the tracks and condition of the bushes indicate it.
8. When we were at the lake Saturday we closed our camp for the season although we may spend Thanksgiving there if it is pleasant.
9. It was a perfect piece of work that Ralph did with his model but he has plenty of time and all sorts of equipment.
10. Barbara had planned to spend the week end with me but because her mother is ill she has had to change her plans.
11. Of all the things I recall about my childhood the most distinct for some reason is my first visit to the zoo.
12. I enjoy my music very much however I think I shall major in languages.
13. Perhaps we should not go to the museum until tomorrow besides it closes at five and it is now nearly four.
14. Although there were a great many people present there was not so much confusion as one would have expected.
15. It was Jean's first trip in an elevator and you should have seen her eyes when it began to go up.
16. I have promised my mother that I will help with some housework today otherwise I should be glad to go along with you.
17. There are of course some things that we cannot do well but there is no excuse for not trying anything that is assigned us.

Ewing Galloway

ANIMALS AROUSE OUR WONDER. THEIR HABITS MAKE INTERESTING SUBJECTS FOR CONVERSATION AND WRITING.

18. We built a roaring fire in the camp then after we had everything settled we spent the evening toasting marshmallows and telling stories.
19. There were deer here last year but the work at the sawmill I think has scared them all away.
20. After we had spent the afternoon shopping we took the bus back to camp still it seemed to us that we had forgotten something that we had intended to get.

c. Pick out the subordinate clauses in the following complex sentences and tell whether each is a noun, an adjective, or an adverb clause. Give the syntax of each.

1. Just after the sun had set, vast streaks of red and purple light extended above the horizon.
2. The dog that had been following us along the trail turned at the signpost and ran into the deep woods.
3. Wherever one goes, he meets people who are friendly.
4. Will you select a book which you would like for Christmas?
5. Whatever he says is always taken for a joke.
6. Mr. Jepson said he would call me when I could help out in the store.
7. After the shower had passed over, it was cooler and more comfortable for doing our work.
8. He said he would be glad to leave us his car for the day.
9. People who offer their opinions too promptly are not so likely to be right.
10. The lane that leads by our camp comes to a beautiful spring which is located in the thicket.
11. He spoke so softly that we could hardly hear him.
12. My father asked me to park the car where he could readily find it.
13. It is easier to settle down to work after one has had a bit of recreation.
14. George worked as steadily on the job as one could be expected to.
15. I promised Mr. Whitford to work for whatever he thought was adequate pay.
16. A book which I enjoyed hugely is Commander Byrd's *Alone.*

17. That we could cross the brook at the lower falls had not occurred to us.
18. My understanding is that we are to organize at the next meeting.
19. Mother is looking for a girl who will be able to manage the house while we are away.
20. His knowledge upon the subject was what he had read in books.

d. Write the following:

1. Five sentences containing adjective clauses
2. Five sentences containing adverb clauses
3. Two sentences containing noun clauses used as subjects
4. Two sentences containing noun clauses used as direct objects
5. Two sentences containing noun clauses used as objects of prepositions
6. Two sentences containing noun clauses used as predicate nominatives.

e. Change the following compound sentences into complex sentences by making one of the independent clauses into a dependent clause.

1. Father came home from the office at six, and then I asked him the important question.
2. I spent more time than usual on my problems, but the result was not satisfactory.
3. A cold rain began to fall in the morning; so we had to postpone our outing for another day.
4. We repaired the car as well as possible, and then we started out for the second time.
5. The prospect seemed favorable, but one thing we had not counted on.
6. Our party kept going eastward, but we were traveling in the wrong direction.
7 It was too hot for work in the field; so we went for a swim.
8. I read the editorial, and I did not find it easy to understand.
9. We did not have wood enough to keep the fire going; so we went to bed to get warm.

10. I am saving my earnings, for I mean to go to college.
11. The train crossed the Mississippi in the night, and I did not get a glimpse of the river.
12. We spent the whole morning climbing the mountain; then on account of the fog we could see nothing.
13. There have been no frosts yet; consequently the colors are not so brilliant as usual.
14. My report was on the wrong subject; therefore I shall have to make another.
15. We thought our chances of winning were very slight, but we had misjudged the team.

Group III

a. Copy the following sentences, inserting in each the correct relative pronoun:

1. They ____ break the law pay the penalty.
2. My grandfather planted the tree ____ stands by the wall.
3. I could not recall exactly ____ my father said.
4. It was her actions more than her words ____ annoyed me.
5. Finally we decided it would be better to go, a move ____ we had originally planned.
6. Probably it will make but little difference ____ we choose.
7. The school has always honored those ____ records have been excellent.
8. Among the leaves we found several partridges ____ were cleverly concealing themselves.
9. We all enjoy doing such deeds ____ will be remembered.
10. There was a shelf of books, several of ____ I had read more than once.
11. Such exercises ____ were prescribed we took frequently, but we made up others ____ we thought were helpful.
12. A few days ago I witnessed an accident ____ I shall never forget.
13. ____ tracks we were following it was difficult to determine, but we thought they were made by the members of the party ____ we had lost.
14. Farmers, ____ are as important to society as professional men, are not always adequately paid for their labor

15. Teachers ____ are both kind and exacting are held in highest regard by students ____ are eager to learn.
16. Friends ____ we meet every day we take more for granted than we do those ____ we see infrequently.
17. Mathematics, ____ is the most difficult of all the subjects ____ I take, is nevertheless the most interesting.
18. Personally I think there is some advice ____ we should do well to forget.
19. There will be at camp many of the same boys ____ were there last year.
20. I want very much to play football, ____ my father thinks is the greatest sport but ____ my mother contends is very dangerous.

b. Nonrestrictive clauses should be separated from the rest of the sentence by commas. Select both the restrictive and the nonrestrictive clauses in the following sentences and insert any punctuation that is necessary:

1. We soon tire of companions that have little to offer.
2. The school which is an important institution in the community should have the support of the public.
3. The football which my father gave me on my birthday attracts all the other boys to our lawn.
4. Mother prepares often a few dishes that the whole family enjoys.
5. The students will assemble in the gymnasium as has already been announced.
6. My reading has improved regularly until now I can do as well as the best in the class.
7. Whether we accompany him or not we can always count on Jiggers being a well-behaved dog.
8. Mount Marcy as everybody knows who has climbed it is both very high and very steep.
9. We got a glimpse of the Capitol when the train pulled into the station.
10. I am always glad when I know that someone has done better than I have done.
11. Several years elapsed before I thought of that story again.

12. Other people's favor which is at all times a fine thing to have should be returned by similar kindness.
13. Mr. Howell will be elected if he wins the votes in our ward.
14. We were quick to listen to Mr. Stearns for he had something new every day to say to us.
15. Since we have owned a camp in the mountains we have spent nearly every week end there.
16. As we lighted the logs in the fireplace the strangest sort of shadows appeared on the ceiling.
17. In my grandfather's boyhood when sports were fewer and simpler most children made their own toys.
18. At last just as the chimes began to play the parade started up the avenue.
19. Girls who are tidy about their clothes are generally precise in whatever they do.
20. When everything was in readiness it was discovered that our lunch which of course was the most important bit of equipment had not been prepared.

c. In the following sentences you will discover that the main thoughts are in the dependent clauses. Rewrite the sentences, so that the principal ideas occur in the independent clauses. Be sure to punctuate correctly.

1. I was reading my book on the porch as a strange-looking airplane flew over the house.
2. We had gone only two blocks when I remembered that I had forgotten my pocketbook.
3. Father had just opened the door when the telephone began to ring.
4. The messenger approached the house while we were all wondering what the matter could be.
5. The game was nearly over when our team made the first touchdown.
6. Our family was just comfortably settled when my father's business forced us to move to Chicago.
7. Our elevator stopped at the main floor just as we had begun to get our breath.
8. Everybody had got into the car when I discovered that we had no gas.

9. When we came to the first lean-to, we had walked only two hours.
10. While Mother was doing her shopping, our dinner was cooking.
11. The term was nearly over when we learned that our vacation had been changed.
12. We were going about fifty miles an hour when all of a sudden we had a flat tire.
13. When the rain began to come down, we had just got our lunch spread and were ready to eat.
14. The early frosts came when the leaves began to turn.
15. When the sun was just going down, we reached the summit.

d. Write complex sentences in which the dependent clauses are introduced by the following compound relative pronouns: *whoever, whosoever, whomever, whomsoever, whatever, whatsoever.*

e. In the following sentences is the word *that* used as a relative pronoun or as a subordinate conjunction?

1. I found it to be the same story that I had read before.
2. The men that gathered at the corner had a strange look.
3. Ranger knew at once that his master was coming up the path.
4. Few people understood that it was a signal of distress.
5. The child had features that resembled his mother.
6. We like to recall days that brought us pleasant experiences.
7. Such strange sounds came up from the valley that for a moment we were alarmed.
8. I was filled with emotions that I could not seem to overcome.
9. That we should have got into so unfamiliar a spot was a fact that bewildered us.
10. The ideas that he put into our heads so interested us that we wanted to experiment with them.

f. Give the syntax of the dependent clauses in the following sentences:

1. He replied, "That was a superb effort."
2. "It will come out all right in the end," said Johnson.
3. "You should have known," said Arthur, "that we should have to give an account of ourselves."

4. "Nevertheless, what you say is correct, affirmed Harvey, "and you should be commended for sticking to it.
5. "A great man," someone has said, "acquires distinction by exercising those qualities that to the most of us seem ordinary."

6. "Anyway," thought the fox, "I shall succeed if I patiently bide my time."
7. "Never," remarked the captain, "have I seen such a night as this."
8. "Common sense tells me that I should accept the offer, meditated Hughes as he closed his book.
9. The orator began: "My mission to you is not a new one."
10. "Questions that have no purpose should not be asked," said my father.

III. SPELLING

Are your teachers in despair about your spelling? Are you one of those who believe that spelling does not matter?

Many people are unable to get or keep good jobs because they do not spell accurately, and many others are equally embarrassed in their personal correspondence for the same reason. It is true that to some people correct spelling is natural and easy, but it is likewise true that those who do not readily spell correctly can learn to do so. A few rules, careful observation, and constant use of the dictionary have been known to cure the slovenly habit of spelling badly.

The work that follows is in part review, but you will find additional suggestions and new lists of words, which, when conquered, will increase immensely your ability to spell.

A. Objectives

1. To review some of the more common rules for spelling
2. To learn to syllabicate correctly
3. To learn to spell some of the bothersome words

Helpful Rules for Spelling If you refer regularly to the following rules, you will find them very helpful in the matter of correct spelling.

1. Words of one syllable, and most words of more than one syllable, ending in a consonant preceded by a single vowel and accented on the last syllable double the final consonant before a suffix beginning with a vowel.

bat	bat-ted	bat-ting	bat-ter
deter	deter-red	deter-ring	deter-rent
occur	occur-red	occur-ring	occur-rence
sin	sin-ned	sin-ning	sin-ner

2. Most words ending in silent *e* drop the *e* before a suffix beginning with a vowel.

face	faced	facing
love	loved	loving
mate	mated	mating

3. Words ending in silent *e* preceded by *c* or *g* retain the *e* before suffixes beginning with *a* or *o*, to preserve the soft sound of *c* or *g*.

courage	courageous
notice	noticeable
peace	peaceable

4. Words ending in *ie* drop the *e* and change the *i* to *y* before suffixes beginning with *i*.

die	dying
lie	lying
tie	tying

5. A few words ending in *e* retain the *e* before the suffix *ing*.

dye	dyeing
hoe	hoeing
shoe	shoeing
singe	singeing
tinge	tingeing

6. Most words ending in silent *e* retain the *e* before a suffix beginning with a consonant.

advance	advancement
force	forceful
nine	nineteen

Exceptions to this rule are such words as *argument*, *awful*, and *truly*.

7. The *ie* rule

Write *i* before *e*
Except after *c* (Example: *receive*)
Except when sounded like ā (Examples: *neighbor* and *weigh*)
Except neither
leisure
foreigner
seize
weird
heights
forfeit
counterfeit

8. Most words ending in *y* preceded by a consonant change *y* to *i* before most suffixes except *ing*.

beauty	beautiful
busy	busier
happy	happiness
jolly	jollity
fortify	fortifying
satisfy	satisfying
weary	wearying

9. The final letter of a prefix is retained before a word beginning with the same letter.

measurable	immeasurable
notice	unnoticed
spent	misspent

Likewise the final letter of a word is retained before a suffix beginning with the same letter.

cruel	cruelly
ideal	ideally
real	really

10. The word *full* when used as a prefix or suffix is spelled with one *l*.

fulfill	pailful
spiteful	spoonful
mouthful	tubful

SYLLABICATION Dividing words into syllables is called *syllabication*. To know how to syllabicate words correctly is necessary in dividing a word at the end of a line. The following rules will help you do this correctly.

1. A word has as many syllables as it has sounded vowels or diphthongs.

a-gree
bi-cy-cle
de-ceit-ful-ness

2. A syllable of one letter should never stand alone on a line.

a-mount pit-y

3. A word of one syllable should never be divided.
4. Begin each syllable with a consonant if possible.

for-got-ten in-ter-change

5. Never separate a suffix that is not pronounced separately.

erred trapped

6. When there is a double consonant, make the division between the two consonants.

an-nounce-ment brit-tle gal-lop

WRITING FIGURES Many expressions difficult to understand and unpleasant to the eye result from writing figures wrongly. Observe carefully the following rules:

1. Spell out numbers less than one hundred.

nineteen sixty-four

2. Spell out round numbers.

ten million

3. Write decimals or fractions in figures, except when a fraction is used as a substantive. It is then written out.

.08 $12\frac{3}{4}$ one half a yard

4. Express sums of money in figures.

$37.85

5. Do not use figures when spelling the word *number* or *per cent.*

number twenty twelve per cent

6. Do not spell out a number when an abbreviation or sign is used.

No. 45 #50

7. Unless tabulating, never write $0.35. Write 35¢ or 35 c or 35 cents. However, in one-digit instances figures are written out. Example: three cents.

8. Do not follow figures with figures.

800 Eighth Avenue
In 1944 ten thousand people were employed.

9. Do not begin a sentence with a figure.

Five hundred years have passed since then.

B. Activities

The following lists of words are from Edward L. Thorndike's *A Teacher's Word Book of Twenty Thousand Words*, which is said to contain the words occurring most frequently in young people's reading. Learn to spell, pronounce, and define them. Look up the derivation of those you are unfamiliar with. Add prefixes and

suffixes to as many as you can, thus applying as many as possible of the rules for spelling which you have learned. Using the words in sentences will help to fix them in your mind.

Group I

abhor	excursion	kennel
ability	exterior	kerosene
absolutely	fallow	kindred
accidental	fanatic	knack
across	federal	knead
bacteria	fidelity	lamentable
bankrupt	firmament	launch
biology	forage	legitimate
bough	gait	leopard
bruise	gallery	literature
bureau	glorify	magician
carriage	gorgeous	magnificence
cemetery	grandeur	manger
chastisement	grievance	Mediterranean
circumference	gypsy	minority
commodious	handkerchief	necessitate
conceit	hart	negotiate
contemptible	heartily	noticeable
credulity	herb	nucleus
decade	hereditary	ominous
Delaware	heroine	opponent
determination	hoist	ordinance
discretion	iceberg	outrageous
dominant	imitation	perseverance
dramatic	imperial	philosopher
dynasty	incessant	picnic
economic	inquisitiveness	ponderous
effective	invincible	quadruped
elementary	irresistible	repentance
embryo	jostle	scandalous
emulation	jubilee	tributary
equipment	judicious	unanimous
European	jurisdiction	wreathe

Group II

autocracy
avoirdupois
blithesome
buttress
calculator
caricature
circulatory
commensurate
debauchery
decorous
delinquency
emanate
equilibrium
exhilaration
fiendish
florid
formidable
graphic
gratuitous
guerdon
gunwale
harangue
haughtiness
hospitable
hypothesis
illimitable
incomprehensible
indefatigable
jeopardize
Jerusalem
kimono
knapsack
lethargic
liquefy
longevity
longitudinal
mausoleum
metamorphose
mortification
neuralgia
nutritious
omnipotent
orifice
penitentiary
pilaster
querulous
quiescent
quinine
rancid
realm
reciprocity
reminiscence
repartee
replica
rhododendron
righteousness
roguish
ruffian
sacerdotal
sacrificial
satiate
scintillation
sedative
seneschal
sequester
subjugation
susceptible
taciturn
tambourine
technicality
terrestrial
tonsillitis
transcendent
translucent
trapezoid
tuberculosis
umbrageous
universal
unsubstantial
usurpation
vaccinate
veterinary
villainous
voluble
whimsical
whippoorwill
woolly
worsted
wraith
wringer
xylophone
yawl
yearn
yeomanry
yew
zinc
zither
zoological
Zurich

Group III

abdication
abeyance
adventitious
animadversion
basilica
bestial
brougham
bureaucracy
cadaverous
caravansary
cataclysm
consanguinity
contumacious
delineation
demolition
dilapidated
ebullition
éclat
elliptical
equanimity
expediency
flaccid
flagitious
fusillade
fustian
gelatinous
gesticulate
glutinous
hallucination
heterogeneous
hydrochloric
idiosyncrasy
impostor
irreconcilable
jasmine
jaundice
kaleidoscope
knavery
lamentable
leguminous
liturgy
luminous
magnanimity
maneuver
membranous
monarchical
multiplicity
neophyte
nitrogenous
oleomargarine
ostentatious
paear[illegible]
p[illegible]mentary
perpetuity
piquancy
portentous
protégé
quintessence
quondam
reconnoiter
re-establish
rendezvous
rheumatism
rhythmical
rusticity
sacrilegious
sanguinary
sarcophagus
scenario
sedimentary
seraphim
similitude
sociology
solicitous
spontaneity
syllogism
termagant
therapeutic
Thermopylae
tortuous
tourniquet
tranquillity
trepidation
troubadour
truncheon
turquoise
ubiquitous
ulterior
unexceptionable
unicorn
unregenerate
utilitarian
valerian
vassalage
vehemence
ventriloquist
vertebra
vouchsafe
wassail

IV. WRITING LETTERS

You CALL your friends frequently on the telephone to converse with them about many personal matters — a party, a fishing trip, a girl scout meeting, or a class assignment. If they are too far away to phone, or if a special occasion requires it, you write letters. Do you know the qualities of a good letter, and do you know the kinds of letters to write for different occasions?

One's correspondence is made up of two types of letters. First there is the friendly letter. In writing this you conform to no particular law or order. It needs only to be enjoyable reading and to comply with the standards of good taste in form. Your personal letters may be as original in their arrangement as they are in subject matter. It is the personal touch that makes them appealing.

Other types of letter writing have prescribed forms; to depart from these forms too broadly is considered bad taste.

These types of formal and semiformal correspondence have to be used at one time or another by most people, and it is a part of the education of a cultivated person to be familiar with them. Among the more attractive occupations is that of the private secretary. To be successful in it you would need to understand the more unusual types of letters and develop skill in handling them.

A. Objectives

1. To practice naturalness in the writing of friendly letters
2. To learn that definite regulations apply to formal correspondence
3. To become familiar with a few of the more common types of social correspondence
4. To review the mechanics of letter writing

NATURALNESS IN FRIENDLY LETTERS The thing that most generally marks the relationship between friends is lack of restraint. We are always comfortable and natural when with those whom we know best. It is not difficult to maintain such friendships with those whom we see regularly. But many of our best friends are those that we infrequently, or never, see. These friendships are kept up by correspondence. Letters both make and keep friends.

Stilted and unnatural letters are uninteresting. A good letter represents the writer as he actually is, and every honest letter writer tries to be himself.

Until you have acquired the pleasant habit of writing letters, you may be perplexed by the question of what to write about. You need not be, for anything may make an interesting letter. Something of what you see, do, hear, think, or read will be interesting to your friends. Nonsense is often as satisfactory as seriousness. Many an intriguing letter is spun completely out of fancy. The English poet William Cowper said, "A letter may be written on anything or nothing."

What makes a letter interesting, however, is never so much what is in it as the manner in which it is written. If it is done in a natural way, if the writer puts his entire personality into it, it cannot fail to be pleasing. John Hay, Abraham Lincoln's private secretary and himself a poet, once said of the American writer, William Dean Howells, that he had an "impossibly happy way of saying everything." That should be the ambition of every letter writer.

FORMAL CORRESPONDENCE We do not build churches as we do factories nor do we wear evening clothes to a baseball game. Conditions modify our customs and to a certain extent govern our fashions. We cannot always use the freedom of friendly letters in formal and semiformal circumstances, though in much semiformal writing there may be an individual touch. You will use formal and semiformal correspondence more frequently as you grow older. It is an advantage to learn early some of the fundamental regulations governing it. Among the most important regulations are those which have to do with the format of the writing and the materials employed.

THE COMMON TYPES OF SOCIAL CORRESPONDENCE Almost everybody writes more or less regularly to members of his family or to his relations, and almost everybody has a list of friends to whom he periodically sends letters. These "friendly letters" contain news and gossip about ourselves and our families. Frequently they are very interesting, but often they are nothing more than a catalogue of the things the writer has done. If you can train yourself to be alert yet easy in writing letters of this sort, the results will have vigor and individuality. Furthermore, cultivate the habit of writing irregularly — that is, not always in response to another's letter or on specified days. Letters written on the impulse of the moment have a special freshness.

There are other types of letters which too often are left unwritten — brief notes of thanks, sympathy, or congratulation. Some occasions require brief messages, such as invitations and acceptances. All of these forms of correspondence not only should be brief but should express genuine feeling — a sentiment which may be ruined if the writer goes to too great length. We call such writing semiformal correspondence.

Then there is the strictly formal type of correspondence, which is generally restricted to invitations, acceptances, and regrets for formal occasions. This writing is less frequent in the lives of most people, but it is a type which all of us on occasion are called upon to use. It is very bad taste not to observe the rules for this. Knowing how to meet some of the unusual social situations often prevents a great deal of awkwardness and embarrassment.

THE MECHANICS OF SOCIAL CORRESPONDENCE In writing your friendly letters remember that they should always be neat. Use your best penmanship, write clearly and with ample spacing. Any standard note paper is in good taste. If tinted note paper is used, it should not be extreme or bizarre. Usually only women use tinted paper; men prefer plain white.

Friendly letters should begin with the writer's address and date, unless personal stationery is used. No inside address is necessary. The correct salutation is "Dear George," "Dear Aunt Edith," "Dear Mother," and so on. Other informal salutations are permissible. If the letter is to be of more than two pages, it is better to follow the book order (1, 2, 3, 4), but in shorter letters the habit of going from page 1 to page 3 is not objectionable. Use ink that is black or blue black. Other colors in ink are considered bad taste. Correct complimentary closes for friendly letters are, "Sincerely," "Affectionately," or "Lovingly." Never close your friendly letters with "Yours truly."

In writing semiformal letters or social notes, the same regulations are followed as in writing friendly letters. In addition, such notes will be shorter and should be placed on the page with greater care in order that the letter picture may be attractive. There should be an equal margin all around a brief note. This serves as a frame for the letter picture. One variation in the short note is that of sometimes placing the writer's address in the lower-left-hand corner. Another is that of placing the inside address above the salutation when the letter is of a semiofficial nature. All semiformal correspondence may be written on regular note paper, and, if written in longhand, should be done in indented style. The correct salutation is "Dear Mrs. Arthur," "My dear Dr. Savage," and the correct complimentary close is "Sincerely yours."

Although formal correspondence may be written on your personal stationery if that stationery is plain white, it follows rigid rules in format and wording. These can best be learned by studying the examples under B 4.

All letters should be folded with great care and placed neatly in the envelope.

B. Examples of Social Correspondence

1. A Friendly Letter

229 Whitehall Road
Rochester, New York
October 23, 19—

Dear George,

All the meanness there is in my system is reserved for my enemies. The experience I had this morning I could wish were yours, except that the wish would only serve as salve to my own conscience.

Yesterday Dad broke down and listened to my plea to go hunting. A few squirrels and a rabbit or two made up about all the shooting I had ever done. So you can imagine that a few days in the woods pursuing big game with Dad as my guide was a flattering oppor-

tunity. I felt a little safer going with him, and I had a sort of feeling that my chances were better for more than an equal share of the shots.

You remember the location of our cabin — in the open space surrounded by the dense forests north, east, and west, and looking into the open valley on the south. Well, at six this morning we fortified ourselves with pancakes and coffee, shouldered our rifles, and went forth! Dad knew just the direction and timing. So we took a brisk swing directly south from the cabin to the brook. It was a choice October morning. The air was crisp, the leaves beneath our feet were crisp, and my courage was excellent.

"Down at the base of the hill," said Dad, "we'll turn up the brook and tramp up to the pool where the deer come for breakfast and to drink."

But instead of coming directly up to the pool, we circled about through the Back Acre, which you remember is where you and I came upon the grove of chestnut trees, so that from the side hill we came down with the pool at our feet. No novice at hunting, I believe, ever before had such luck, for scarcely had we been waiting ten minutes when, from the large flat rock, we saw a nose reach down to the water. That nose I learned later belonged to a beautiful three-point buck that was unaware of our presence and prepared to slake his thirst at leisure.

Dad pointed and gestured to me to take aim, which with trembling hands and a thumping heart I did. I don't remember pulling the trigger. What I do remember — and always shall — is our approaching my game and my first look at it. That beautiful sleek body, the delicately pointed nose, and one soft brown eye which seemed to reflect the whole landscape. For a moment I could not think of venison or of taxidermy. But now I know that I shall never be interested in either and that I shall never forget my cruelty.

If you want the head for your cabin, Dad will be glad to have it mounted for you. The neighbors will for days feast to my shame. But as for me, I am done hunting! And I should regret to have you feel that you would like to have been in my place.

Sincerely
EDWARD

2. Social Notes

(*a*) *A "Thank You" Note*

5 Ainsley Road
Rye, New York
March 15, 19—

Dear Mrs. Aldrich,

It was so thoughtful of you to have me at your home during the days that my father and mother were away. I shall always appreciate your kind entertainment, and especially the evening at the theater which was my first. It will be pleasant to remember that "Twelfth Night" was my first real play.

Sincerely
Marcia

(*b*) *A Note of Sympathy*

1218 Seneca Avenue
Pittsburgh, Pennsylvania
June 18, 19—

Dear Stanton,

I have just learned that you are in the hospital and unable to take your examinations. I am extremely sorry for both. If your mother will let me know when you are able to see your friends, I shall want to drop in at the hospital for a few minutes. My best wishes for a prompt recovery.

Sincerely
Drew

(*c*) *A Note of Condolence*

25 Alden Terrace
Stamford, Connecticut
24 May 19—

Dear Jean,

I have just learned with sorrow of your brother's death. I understand how difficult these days must be for you, and I want you to know that during your trial you have my love and sympathy.

Sincerely
Betty

(d) A Note of Congratulation

782 Cornish Street
Portland, Maine
June 20, 19—

Dear Ted,

Congratulations on winning the scholarship. It is a grand reward for your hard work and self-denial. Your friends are all glad to see you win. Best wishes for an excellent year in college.

Sincerely
HARRY

(e) An Invitation

April 10, 19—

Dear Joan,

My cousin from Canada is visiting me for a few weeks. On Saturday evening, April 18, my mother is having a few of my friends for dinner. I shall be very happy if you can come. Dinner will be at six-thirty.

Sincerely
LOIS

12 Hillside Drive
Springfield, Massachusetts

3. SEMIOFFICIAL CORRESPONDENCE

(a) A Request for an Appointment

10 Gardiner Road
Amestown, Illinois
3 January 19 —

Dr. Everett L. Green
219 West 38th Street
Chicago, Illinois

Dear Dr. Green:

I am making a brief visit to Chicago next week and should like to have an appointment with you while there. Would it be convenient for you to see me either Wednesday or Thursday?

Yours sincerely
ROBERT D. FISKE

(*b*) *A Request for an Interview*

27 Arlington Street
Franklin, New Jersey
20 January 19—

Mr. A. D. Beckwith, Curator
Davenport Museum
810 Highland Avenue
Newark, New Jersey

Dear Mr. Beckwith:

I am preparing a paper on historic markers in the state of New Jersey and should appreciate the benefit of your information. Would you find it convenient to give me an appointment sometime on Friday, January 25?

Sincerely yours
RANDOLPH T. WILEY

4. FORMAL CORRESPONDENCE

(*a*) *An Invitation to Dinner*

Mr. and Mrs. Edgar T. White
request the pleasure of
Mr. John Ford's
company at dinner
on Wednesday evening the fifth of April
at eight o'clock
10 Jefferson Street

(*b*) *An Acceptance*

Mr. John Ford accepts with pleasure
the kind invitation of
Mr. and Mrs. Edgar T. White
for
Wednesday evening the fifth of April

(c) A Regret

Mr. John Ford regrets that he cannot accept
the kind invitation of
Mr. and Mrs. Edgar T. White
for
Wednesday evening the fifth of April

(d) Invitation to Commencement

The Class of 19—
of the
Thomas Jefferson High School
cordially invites you
to attend the
Commencement Exercises
in the
School Auditorium
on Friday evening
the twenty-fourth of June
at half past eight

(e) Invitation to a Dance

The Beaverbrook School
cordially invites you to attend a
Dance Program
to be held in the Woolsey Gymnasium
March 27, 19—, at 8:30 P.M.
Formal Dress

C. Activities

Group I

a. If you have received letters that are interesting, bring them to class to read. Notice whether the other students find them interesting, too.

b. Try to find examples of good letter writing in collections of letters or biographies in your library. Explain by what devices the writers have made them interesting.

Discuss what you would consider appropriate subjects for the following letters:

1. To your parents when you are at camp
2. To your brother or sister who is employed away from home
3. To a friend who is spending the vacation in another town
4. To an adult who is a friend of your father or mother
5. To a stranger who has done for you a generous act
6. To a friend who has had a misfortune
7. To a friend whose interests are not at all like yours
8. To a friend who enjoys the same things that you do: science, birds, camping, traveling, making airplane models, collecting coins, winter sports
9. To one of your former teachers who is teaching in another town
10. To a parent of a boy or girl whom you met at camp.

d. Your father is away from home on business. Write him a letter telling about the gossipy things in the family in which he will be interested. Try to enliven your letter with an anecdote.

e. Write to a friend, making your letter the story of some misfortune you have experienced. Such a letter could be either very serious or very humorous.

f. A member of your class is ill in the hospital. Write a brief note of sympathy. What one thing can you say that will interest him most?

g. Your friend's parents took you on a week-end trip. Write an appropriate "thank you" note. To which of the parents will you write?

h. Write a note of condolence to a member of your class who has lost a member of the family.

i. Write a note inviting one of your teachers or camp counselors to dinner.

j. Prepare carefully a formal invitation to a play which your class is going to produce.

Group II

a. Prepare a classroom exhibit of stationery. Discuss the appropriateness of as many types as you can collect. Which would you use for friendly letters and which for formal correspondence?

b. Two things that make a letter interesting are an attractive beginning and conversation. Write a letter in which you talk about one subject or incident. See how individual and unusual you can make the beginning.

c. Write a letter to one of your friends or relations in which you tell a narrative. See how much conversation you can include.

d. Write a letter to a friend dealing with a single observation that you have made. You are writing immediately after seeing the event because you think it will interest the recipient. Make your writing as spontaneous as you can.

e. A friend of yours in another school has won an honor that pleases you. Write him a note of congratulation.

f. The mother of one of the students in your class has invited a small group to dinner. You are one of the invited guests. Write an informal note of acceptance.

g. Write a semiofficial letter to a dentist or an oculist in a neighboring town requesting an appointment.

h. Prepare a formal invitation to a musicale that will be given by the members of your school orchestra.

Place on your bulletin board specimens of the neatest and most correct pieces of work representing the various types of social correspondence that your class has made.

Group III

a. In your reading you have come upon something in which a friend of yours is interested. Write a letter discussing that one topic.

b. While you are away from home you have an idea concerning something which the family has been discussing. Write a letter home explaining your idea.

c. Try giving your imagination free play in a letter to one of your friends. What you write may be based upon some experience which you have shared, or it may be pure fancy.

d. Write a letter to an adult friend telling about some adventure or experience you have had, or discussing something which the two of you have talked about earlier.

e. You are preparing a paper on some subject connected with one of your school courses, and you wish to get information

on the topic from someone. Write a letter requesting an interview.

f. Prepare a formal invitation to a dance which your school or class is giving.

g. Your class president's mother has invited the officers of the class to a dance at her home. You are one of the officers. Write her an informal note of regret that you cannot accept the invitation.

V. TESTING SPEECH

You are seated in the living room when you suddenly come upon a clever story in a magazine about a robber who boasted to a detective of his thefts. It's an interesting story and you decide to read it there and then to the family. When you have concluded, your father blurts out, "The word is *ā-li-as* not *ăl-i-as*." Then your little sister inquires, "What was the name of the town the thief came from?" And when your mother criticizes the monotonous tone in which you read, you begin to realize how poor you are in oral reading, no matter how good you may be in silent reading. The family, you conclude, has listened to you and not to the story. Poor reading attracts attention to the person reading and not to the material he is trying to "get across."

To prepare you against such embarrassment, you will be given a test in oral reading this period to discover what your problems are. By knowing these, you will be better able to read aloud when you are called upon to do so.

A. Objectives

1. To discover what your special weaknesses are in oral reading
2. To keep these weaknesses in tabulated form for easy reference in overcoming them
3. To practice on those elements where you seem to be weak

Taking the Test You will be expected to read a paragraph of your own choosing from one of your textbooks or from your general reading. Be careful to look up the meanings of any words in the paragraph which you are not sure of. Be careful to pronounce all words accurately. Then the teacher will ask you to read a series of sentences designed to reveal weaknesses that your selection has not brought out. These

sentences may not make sense, but they will show you and your teacher bad habits that you must overcome in your oral reading. As you read, the teacher will check your reading ability against the following form.

ORAL READING TEST

*Name*__________________________ *Age*_____ *Period*_____

I. Tone Faults
- A. Nasality
- B. High Pitch
- C. Hoarseness
- D. Loudness
- E. Monotony
- F. Thinness

II. Accent Faults
- A. Foreign Accent
- B. Foreign Intonation
- C. Provincial Dialect
- D. Lip Laziness
- E. Poor Enunciation
- F. Mispronunciation

III. Voice Defects
- A. Stammering B. Lisping C. Defective Phonation

IV Posture

TONE FAULTS Nasal, high-pitched, thin, hoarse, or loud sounds are the first peculiarities in speech that the listener notices. Musicians insist upon tuning an instrument before playing upon it. Have you "tuned" your voice for good reception?

Sometimes operations on the nose and throat are necessary to remedy bad tone. In most cases, however, it is simply that people do not know how bad they sound and employ none of the simple remedies for the condition. Congested sinuses or enlarged adenoids prevent proper resonance and cause nasality in the tone of the voice, yet there are many without these defects who speak in harsh nasal tones. Northerners justly admire the soft tones of the typical Southerner. Use of the diaphragm rather than the nose and throat in speaking would remedy many of the disagreeable speech sounds on busses, in stores, and in theater lobbies.

Frequently the thin, squeaky voices of the boys or girls in class are simply the results of failure to develop the lungs. In some cases, however, the thin voice signifies fear or embarrassment. Never appear to be afraid when you are speaking; your audience will have no confidence in you if you seem to be frightened.

Also annoying to the sensitive ear are the harsh boisterous sounds. The harsh voice may be closely associated with the loud voice. It is just as bad to frighten your listener with a bellowing tone as it is to appear frightened by speaking barely above a whisper.

Have you ever been teased by someone who struck the same key of the piano over and over again? The monotony of the sound prompted you to leave the room or to "shut your ears" to the distraction. Constant repetition of the same tone is found among poor speakers. If you are unable to leave the presence of such a speaker, you shut your ears to what he has to say, no matter how important it may be. Learn to vary your tones of speech to avoid monotony.

ACCENT FAULTS Only through constant care and vigilance can the foreigner lose the accent which he carries over to a new language from his native tongue. Those who have not grown up with our language deserve to be listened to with kindness and patience on our part.

Many Americans, however, give their speech a foreign quality by what may be called the "dis-dat-dese-dem-and-dose" fault. Then, too, there are sections of the country marked by undesirable characteristics of speech. People who succumb to the peculiarities of the section speak in a provincial dialect. One may hear "becus" for "because," "earl" for "oil," or "Amurican" for "American." In some sections the word *going* is given the hard *g* at the end of the word. In fact some people have great difficulty in pronouncing the sound *ng*.

Lip laziness, poor enunciation, and frequent mispronunciation are all generally due to carelessness or slovenliness. Lip laziness cannot be remedied by an operation. Practice alone can give your syllables clarity and definiteness. Failure to pronounce the dentals *t* and *d* is usually the result of indifference, and yet you may not realize that your enunciation is careless. Lip laziness and poor enunciation are not necessarily the marks of lazy people, although their speech does seem to be telling the world how tired they are.

Telephone conversation calls for special care in enunciation. "A fren a my tol me notta doot," is difficult to read because all of the letters are not printed. No careful person would write the sentence as it appears. Yet many people speak without uttering all the syllables correctly. We may guess that the above sentence meant, "A friend of mine told me not to do it," but no one likes to guess what the other fellow is writing or speaking; he wants to know.

No less important is the pronunciation of common words. Accenting the wrong syllable may give the impression that you are ignorant or uneducated. Pronunciations like "in-flu′-ence," "the-ā′-ter," and "mu-ni-ci′-pal" are serious errors.

Constant use of the dictionary helps to correct weak pronunciation.

Voice Defects Schools to cure stammering have been created, so serious do people consider the defect. Yet extreme care on the part of the stammerer, with some guidance by his English teacher, may be the only remedy needed.

In the first place, an habitual stammerer suffers from fear, which continued embarrassment does not help to down. If fear and self-consciousness can be overcome, a determination to speak correctly, even though slowly at first, may remedy the trouble.

Frequently the person suffering from this defect pauses before each sentence, struggling to pronounce the first syllable. A quick change in tone may release the taut muscles and permit easy flow of speech.

Lisping, an indication of physical defect or a carry-over from babyhood, can be mastered by willingness to put into play muscles of the mouth which have not been used before. Lisping results from the inability to pronounce *s* in combination with other syllables. The *s* sound becomes *th*.

Never laugh at anyone who stammers or lisps. Too many times the person has a physical defect which years of practice alone can overcome. Defective phonation is a similar weakness, more noticeable even than poor enunciation. Certain sounds cannot be uttered at all by those suffering from defective phonation. Yet when you realize that the deaf, dumb, and blind Helen Keller can make sounds which may be heard and understood, you know that the apparently impossible may become possible.

Posture Your bodily attitudes often speak louder than words. If you slouch, you create an impression of indifference. Those who had planned to listen to your words will respond first to your voice and then to your bodily position. If you stand with your head down and your eyes averted, the listener

will lack confidence in you. On the other hand, if you stand unnaturally straight in a strained position before a group, your hearers will look for an affected speech. Try to be natural in your stance and at the same time show that you are not slovenly.

When you are seated, too, you should strike an attentive pose. Of course, the size of the group and the nature of your speech will determine in part your physical attitude. The pose of a minister in church is naturally different from the pose of the football coach as he speaks to the boys between halves. In each case, to be effective the speaker will command attention by looking at the group.

In your reading, therefore, you will want to look up occasionally from your manuscript to connect the group with what you are saying. To do this easily, be sure the book or paper you are reading from is held properly before you, with your head up and above it.

B. Reading Test

I

The following sentences were written not to make sense but to disclose your speech defects. Read them aloud as carefully and as distinctly as you can.

1. The clam swam over the dam and made a long twang to hang as it sang.
2. "I didn't do it," emphatically insisted Catherine.
3. Grow the gourds in the ground and keep the hound from the sound.
4. The sweet sound of the whippoorwill at evening thrilled the delicate ear of the child. "Would that I could sing as sweetly," she exclaimed and the old man beside her said, "But you do, my dear, in your own peculiar way."
5. The squawk of the gulls sounded loud even above the call of the deep-throated fishermen along the shore.

II

6. This is a splendid exercise for youths who are going to read their mother tongue better in the future.
7. The thought that seems the one these think best fooled them in giving the wrong conclusion.
8. The children are going to ask him to get the hundred cars from the water for the oil floats on the surface probably to cause a hazard to the engines in the government yard.
9. When one is called upon to utter a distinct word he should give every syllable a clear utterance. Otherwise the student will not be understood clearly.
10. The theater at the municipal grounds had a great influence on the financier. It dealt with a romance at an athletic competition showing the admirable apparatus used by a clique headed by a man with an alias. Condolences were sent gratis to the exquisite satisfaction of one who committed the heinous crime.

III

11. Connecticut connects the southern section of the East with the even end of the white width so smoothly that the thought

struck Susan she was with the park proprietor pleasantly told to take his helper home. Down dropped the thimble after all the bugs bore bumbles. Frank furiously frowned for good gravy in iced incense. Jack jilted Jane laughing loudly, "My Mary married Moses." Now Nellie knew of other quirks in question, reasoning rightly that urgent ermine varied very vilely.

12. Talismen tell tales if they talked to teachers.
13. He kept mum when Hazel now spoke of the shameful fact that Dora boasted graphically just lately. He put all the rings you had Tuesday very quickly on the zebra.

In a well-modulated voice read as well as you can the following paragraph:

The country store in New England one hundred years ago was the social center of the village. Men would drop in to discuss the affairs of the nation, or the local news of births and deaths. Sometimes their visits around the wood stove at the rear were excuses to get warm; sometimes merely for the purpose of gleaning gossip. In any case the groups included all classes of society; the village doctor, neighboring farmers, or the local hangers-on.

Read the following poem in your natural tone of voice:

FOG ·

It clambered up the cataracts;
It hung about the trees;
And then the sun came out to make
A pathway for the bees.

— Robert V. Hunter

C. Activities

Group I

a. Bring to class three sentences, and by reading them in one tone of voice, reveal monotony. Then read them as they should be read.

b. Read the following sentences with the appropriate tones of voice:

1. Up, up! You're already late for school.
2. Listen to the gentle tinkle of the bell.
3. Strike with the irons of fire. Win this brave fight.
4. Bang, clang went the cans.

c. "Da Boy from Rome" is a poem written in Italian dialect by T. A. Daly. Find in your library an example of some other foreign dialect. Conversation in novels may help to give you examples.

d. Pronounce correctly the following list of words. You may need to look up some of them in the dictionary to make sure of your pronunciation.

American	hospital
because	Italy
for	municipal
get	theater

e. Bring to class an example of provincial dialect. You may find an example from your reading or you may make up an example if you are familiar with the peculiarities of a certain section of the country.

f. Read carefully the following sentences:

1. The silent ships sailed the sea smoothly seeking the safety of some shore.
2. Particular precaution proves patience popular.
3. Cannily the canine catches covers.
4. The great hulk moved inch by inch over the bumpy ground.

g. Walk to the front of the room and stand for a moment before the class pretending to be one of the following. Let your classmates guess by your posture which you impersonate.

1. A tramp
2. An old lady
3. A salesman
4. A preacher
5. A football coach
6. A lazy boy
7. A beggar
8. A scolding father

Group II

a. Select a paragraph or two that you think will be interesting to the class. Read the passage as well as you can. Stand before the class in a naturally erect manner, making sure that you look up occasionally to command the attention of your classmates.

b. Read the following sentences as effectively as you can:

1. Mary Morse moved majestically. "My mother missed my money," murmured Mary.
2. "Tricks" taught Trilby terrible thoughts through thumping thimbles.
3. I've got to get the ground for gaining my goal.
4. He has no influence over his athletics apparatus.
5. Bank on Frank for he will claim the same.

c. From your reading select a section in some foreign accent, and after reading it explain how the author achieved the foreign effect.

d. Prepare or choose from your reading two examples of provincial dialect and let your classmates guess what section of the country the selections represent.

e. Correctly pronounce the following list of words:

abdomen	epitaph
alias	fellow
amphitheater	fiancé
apparatus	getting
athletic	grimace
can't	muscles
condolence	romance
despicable	vehement

f. Bring to class a list of five words you have recently heard people mispronounce.

g. Read to the class a short bit of conversation between two different characters. By your tone reveal their personal characteristics.

Group III

a. Make a list of errors common to your English class and, without mentioning the names of those who have committed the errors, read the list as it should be read.

b. Read the following story. Rewrite it, including as much conversation as possible. Choose two dialects, either foreign or provincial, and write the conversation appropriate to the characters who speak.

When refugees were filtering into a certain country during wartime, an old judge came to a farmhouse one rainy night where he sought protection from the storm. He was greeted by the farmer and ushered toward a room where other refugees were sheltered. A glance into an ill-lighted corner was enough to convince him that he must move to other quarters.

He explained to his generous host that two of the men in the room were sentenced to die by the judge in his courtroom just two weeks before. The men had been convicted of killing an old lady for her purse. In the two weeks' time while they awaited hanging, the enemy had swept over the land, freeing all prisoners. These two desperadoes, the judge knew, would return the sentence he had so recently imposed.

The farmer, appreciating the ironical situation, bade good-by to the old judge, who promptly left for other shelter under a safer roof.

The next day the judge's body was found a few feet from the door of the farmhouse. He had died of a heart attack.

c. Pronounce correctly the following words:

adult	impotent
amateur	indict
ancestral	lamentable
ask	leisure
coupon	malign
engine	mischievous
exquisite	orchestra
genuine	rabies
gratis	status
horizon	tomato

d. Recite the following from memory:

Rats!
They fought the dogs and killed the cats,
And bit the babies in the cradles,
And ate the cheeses out of the vats,

And licked the soup from the cooks' own ladles,
Split open the kegs of salted sprats,
Made nests inside men's Sunday hats,
And even spoiled the women's chats
    By downing their speaking
    With shrieking and squeaking
In fifty different sharps and flats.
(From "The Pied Piper of Hamelin,"
by Robert Browning)

e. Stand before the class in three different attitudes, revealing merely by the way you stand the kind of individual you are impersonating. Then let the class tell what kind of person you are imitating.

SECOND PERIOD

(*Six Weeks*)

I. GRAMMAR

Pronouns

PRONOUNS are among the stumbling blocks in more advanced writing. If, however, you master the following facts about them, your errors in using them can be reduced to a minimum. Because more errors in speaking and writing can be traced to carelessness in the use of pronouns than to almost anything else, you should make the most of this opportunity to conquer them.

A. Objectives

1. To review the classification and properties of pronouns
2. To master the relationship between the pronoun and its antecedent
3. To practice the use of the pronoun in both sentences and compositions of greater length

PRONOUNS The word *pronoun* itself explains the use of this part of speech. Since *pro* means "for" or "in place of," a pronoun is a word used in place of a noun; and the noun in whose place the pronoun is used is called its antecedent. The word *antecedent* means "falling before." The antecedent of the pronoun, therefore, precedes it, and between the two there is a definite relationship which will be referred to a little later on.

1. Kinds of Pronouns
   a. Personal Pronouns. There are three uses of personal pronouns: to indicate the speaker, the person spoken to, or the person or thing spoken of. The personal pronouns are:

Singular	*Plural*
I	we
you	you
he, she, it	they

b. Compound Personal Pronouns. To certain forms of the personal pronouns are added the suffixes *self* and *selves.* They are then called compound personal pronouns. The compound personal pronouns are as follows:

Singular	*Plural*
myself	ourselves
yourself	yourselves
himself, herself, itself	themselves

Compound personal pronouns have two definite uses:

(1) *Emphatic* — used to denote emphasis.

The wind *itself* caused all the damage.

(2) *Reflexive* — used as the object of a transitive verb or preposition and referring back to the subject.

Paul trained *himself* to speak well.
He took the criticism to *himself.*

c. Relative Pronouns. A relative pronoun is used to connect the dependent clause of a complex sentence with the independent clause. The relative pronouns are *who, which, what, that,* and *as. Who* and *which* are declined; that is, they change their forms in certain cases. *As, that,* and *what* are not declined. *Who* may be either masculine or feminine gender; *which* and *what* are always neuter gender; while *that* may be masculine, feminine, or neuter. *Whose* may refer to either animate or inanimate objects.

DECLENSION OF *WHO* AND *WHICH*

Singular and Plural

Nominative	who	which
Possessive	whose	whose
Objective	whom	which

(1) *Compound Relative Pronouns.* The relative pronouns *who*, *which*, and *what* take the suffixes *ever* and *soever.* They are then called compound relative pronouns. Their forms are as follows: *whoever*, *whosoever*, *whomever*, *whomsoever*, *whatever*, *whatsoever*, *whichever*, *whichsoever.*

Whoever chooses may go.
Select *whomsoever* you wish.
Let him give it to *whomever* he wants to.
Try *whichever* appeals to you.

The relative pronoun *what* means *that which.*

Seabury told us { what / that which } he discovered.

d. Possessive Pronouns. The possessive case forms of both personal and relative pronouns are called possessive pronouns. Their forms are *my*, *mine*, *your*, *yours*, *her*, *hers*, *his*, *our*, *ours*, *its*, *their*, *theirs*, and *whose.* Of these *mine*, *ours*, *yours*, *hers*, and *theirs* cannot be followed by a noun. Some examples of their uses are the following:

Hers is blue; *yours* is green.
That book is *theirs; ours* is on the shelf.
The plan was *hers.*
The opportunity is rarely *mine.*

e. Interrogative Pronouns. Interrogative pronouns are used in asking questions. They are *who*, *which*, and *what.*

Whom did you want?
Whose car is that?
What was his idea?
Which is to be preferred?

f. Adjective Pronouns. Some words are used as either adjectives or pronouns. Such words are called adjective pronouns. They are divided into two classes according to their meaning.

(1) *Demonstrative Pronouns.* Demonstrative pronouns are used to point out special persons or things. They are *this*, *these*, *that*, and *those*.

As Pronouns

This is my birthday.
These are my friends.
That is an excellent idea.
We found *those.*

As Adjectives

This week is our vacation.
These trees have just been planted.
That city is the capital.
I have read *those* books.

(2) *Indefinite Pronouns.* Indefinite pronouns are used to point out things less definitely than do demonstrative pronouns.

As Pronouns

Some are better than *others.*
Neither is entirely satisfactory.
I discovered *several.*
Have you *none?*

As Adjectives

Some students made contributions.
Neither day seemed convenient.
I made *several* attempts.
Do you have *any* money?

The following are common indefinite pronouns:

Singular	*Plural*
another	all
anybody	any
anyone	both
anything	each other
each	few
either	many
else	none
every	one another
everybody	others
everyone	several
everything	some
much	such
neither	
nobody	
none	
one	
other	
somebody	
someone	

Some of these, such as *anything*, *everything*, and *something*, are frequently used as nouns. *Each other* and *one another* are compound indefinite pronouns.

Indefinite pronouns are the same in form in the nominative and objective cases, in both singular and plural. The possessive case is formed regularly: *other's*, *others'*

In using *else* with *anybody*, *anyone*, *everybody*, *everyone*, *somebody*, *someone*, *no one*, and *who*, put it in the possessive case and do not put the preceding indefinite pronoun in the possessive case. Examples: *anyone else's*, *somebody else's*, *who else's*.

Impersonal Pronoun. The pronoun *it*, when used independently or without reference to any noun, is called

an impersonal pronoun. Such use is illustrated by the following sentences: *It is cold*, *It thunders*, *It snows*. The only nouns for which *it* could be substituted in these sentences would be *cold*, *thunder*, and *snow;* but it would be a ridiculous repetition to say, *The thunder thunders*, *The cold is cold*, or *The snow snows*.

Sometimes *it* is used as the subject merely to introduce the verb *is* when the real subject of the thought stands in the predicate, as in the following sentences: *It is he*, *It is Tuesday*, *It was a fine day*. *It* is then called an *expletive*.

2. Properties of Pronouns. Pronouns have the same properties as nouns.
   a. *Person*
      (1) A pronoun in the *first person* denotes the speaker.
      (2) A pronoun in the *second person* denotes the person or thing spoken to.
      (3) A pronoun in the *third person* denotes the person, place, thing, quality, idea, or action spoken of.
   b. *Number*. Number is the property of pronouns that indicates whether one or more than one is meant.
   c. *Gender*. Gender is the property of pronouns that distinguishes them as to sex. There are four genders: *masculine*, *feminine*, *common*, and *neuter*.
   d. *Case*. Case is the property of pronouns that expresses their relationship with other words in the sentence. There are three cases: *nominative*, *possessive*, and *objective*.
      (1) *Nominative Case*. A pronoun may have the following uses in the nominative case:
         (*a*) As the subject of a sentence or clause

            They thought that *he* was responsible.

         (*b*) As the predicate nominative

            It was *she* whom you saw.

(*c*) As an appositive to an expression in the nominative case

Wilkins, *he* in the brown suit, is our captain.

(*d*) As an exclamation

He! I think he is just the man.

(*e*) As a nominative absolute

They having made the suggestion, we agreed heartily.

(*f*) As direct address

You rascal, wait till I catch you.

(2) *Possessive Case.* A pronoun in the possessive case may have the following uses:

(*a*) As modifier of a noun

We have made *our* choice.

(*b*) As modifier of a gerund

Their having come was a fortunate thing.

(The possessive pronouns *mine*, *ours*, *yours*, *his*, *hers*, and *theirs*, as you have already seen, sometimes have the use of nouns.)

I have *mine*. Do you have *yours?*
The house on the corner is *theirs*.
His is a red car; *ours* is black.

(3) *Objective Case.* A pronoun in the objective case may have the following uses:

(*a*) As direct object

Jane visited *us*.

(*b*) As object of a participle

Seeing *me*, he came up the walk.

(*c*) As object of a gerund

I am grateful for his teaching *me*.

(*d*) As object of an infinitive

I must remember to call *her*.

(*e*) As object of a preposition

The solution was left to *him* and *me*.

(*f*) As the predicate complement of an infinitive

I imagined the traveler to be *him*.

(*g*) As an appositive of a word in the objective case

Mr. Parker summoned all three — *him*, *you*, and *me*.

(*h*) As an indirect object

Elson offered *me* a suggestion.

(*i*) As subject of an infinitive

They asked *me* to help them out.

3. Antecedents. The antecedent of a pronoun is the noun or pronoun to which it refers. The pronoun must agree with its antecedent in *person*, *number*, and *gender*, but its *case* is determined by its use in the sentence. In a complex sentence a relative pronoun connects the dependent clause with the independent clause by referring to a noun or pronoun in the independent clause.

The man *whom* we consulted was an authority.
The building *whose* roof we see is the museum.
He *whom* I met was the guilty one.

THE USE OF PRONOUNS A great many of the vulgarisms of speech are the result of the wrong use of the pronoun. Two of the most common errors are failure to make the subject and

predicate agree and failure to use the correct case. Errors like the following should be avoided.

> It *don't* seem right to me.
> Mr. Phillips asked him and *I* to take tickets.
> I thought it was *her* all the time.
> *They* aren't enough members present.

When a pronoun in the first person is used in a series, it should be placed last.

> *He* and *I* are going tomorrow.
> Will you give the solution to *her* and *me?*
> *They* and *we* are going to the same camp.
> Reservations were made for *them* and *us.*

B. Activities

Group I

a. Make a list of the pronouns in the following paragraph and give the syntax of each.

It is a fact that there are some things which one must do for himself. He cannot, for instance, depend upon others for his education. His friends and teachers may be of occasional assistance, but he himself must make the initial effort, pursuing his own way and arriving at his own decisions. Any education which is worth having comes through experience and sacrifice, both of which are often hardships. One's leisure, too, is in his own hands. He may do whatever he wishes with it. Each may spend it for himself in a manner that will bring him great pleasure and profit, or he may waste his free hours in a way that results in loss and dissipation. Everyone also has his own livelihood to provide. Some have advantages which others do not possess, and a few have friends upon whom they may call for guidance; but the real challenge each has to meet for himself. It may often seem harsh; but it is life, and life is a thing which nobody can refuse to cope with.

Ewing Galloway

COMFORTABLE AND ORDERLY SURROUNDINGS ARE NECESSARY FOR SATISFACTORY STUDY

b. Select the compound personal pronouns in the following sentences and tell whether each is emphatic or reflexive:

1. I found myself in a similar situation.
2. The class devoted themselves to reading American novels.
3. It would be better to speak to the principal himself.
4. One must think of such things himself.
5. The stranger had an odd way of talking to himself.
6. You yourself must make the decision.
7. The kitten amused itself playing with the mouse.
8. Since there were no signs, we had to find the way ourselves.
9. Mr. Brooks was constantly correcting himself.
10. You yourselves know the truth; you deceive yourselves if you feel we think otherwise.

11. The climb itself thoroughly fatigued us; we had not enough energy to enjoy ourselves after we arrived.
12. I cannot trust myself to go too far into the woods.
13. Having thought of the idea himself, he was keen to have it carried out.
14. She was eager to do as much for herself as her parents had done for her.
15. The members of the committee outdid themselves.

c. Copy the following sentences, supplying in each blank the correct interrogative pronoun:

1. ____ is likely to be chosen as president of the club?
2. Of ____ were you speaking when I entered?
3. Among ____ did you distribute the tickets?
4. ____ is the cause of earthquakes?
5. To ____ did you write, and ____ was his reply?
6. ____ of the books did you enjoy most?
7. Between ____ were you sitting at the theater?
8. "____ do you want? ____ are you looking for?" she said.
9. ____ of you will be willing to run the errand?
10. Albany is the capital of ____ state?
11. About ____ are you going to write your essay?
12. The bronze tablet was on ____ building that we visited?
13. The speaker's remark was concerning ____?
14. ____ is more important — to write well or to speak effectively?
15. ____ name was at the top of the list?

d. The following sentences contain errors in the use of pronouns. Copy them, correcting the errors in each.

1. Did you know it was him who I was talking to?
2. In every accident it seems that it is myself who gets hurt.
3. Mrs. Hall asked Edith and myself to take charge of the exhibit.
4. Everyone seemed to have done their shopping except Mother and I.
5. Please accommodate whomsoever makes application.
6. The lecturer was not the one who we expected.
7. Whom did the teacher say made the correct answer?
8. I have seen often those kind of uniforms.

9. There were several of these sort of gadgets on the table.
10. I prefer this one, though each is all right in their own way.
11. Ted and me have arranged to go skating this afternoon.
12. Mother thought it was us boys who made all the noise.
13. The two of us, him and I, did the work in an hour.
14. Let's we go to the movies this evening.
15. There should be no such feeling between you and I.
16. We found the visitor to be she.
17. I am sure he meant all of us — Evelyn, you, and I.
18. You could not have thought of a better excuse for us not going to the party.
19. The man who we are calling on is an old graduate of our school.
20. Me and Mildred voted for Margaret, but who do you think they elected?

e. In the following sentences, classify the pronouns, name their antecedents, and give their syntax:

1. She regarded herself as the best student in our class.
2. Miss Long said she would be satisfied with whatever we arranged among ourselves.
3. The building whose tower we see is the Exchange Life Insurance Building.
4. Each is at liberty to choose whichever he wishes.
5. The scheme was entirely theirs; we ourselves had nothing to do with it.
6. Nobody wanted these, but they will be satisfactory.
7. The person who was playing the piano was herself a composer.
8. What were they thinking about?
9. Father asked me to remind him when it was four o'clock.
10. This is the pleasantest time that I remember having.
11. They were very fond of each other.
12. Although it is very cold, I think it is an excellent day for our outing.
13. George Wallace, he in the second chair, is president of the class.
14. I do not trust you, you villain!
15. Catching a glimpse of him, we knew what he was up to.

16. I thought the new arrival to be him.
17. Do you see Harrison, him by the grandstand?
18. Mr. Curtis offered me good wages if I would do the work which he wanted done.
19. We invited her to come, but she declined.
20. The opportunity which you had will hardly be yours again.

f. Write two sentences illustrating each of the following:

1. Personal pronouns
2. Compound personal pronouns used emphatically
3. Compound personal pronouns used reflexively
4. Relative pronouns
5. Compound relative pronouns
6. Interrogative pronouns
7. Adjective pronouns used demonstratively
8. Adjective pronouns used indefinitely
9. Impersonal pronoun
10. Expletive

Group II

a. Explain the use of the compound relative pronouns in the following sentences:

1. Whatever is the decision, we shall accept it.
2. Give the directions to whomever you find in the office.
3. Whichever is there, please bring it to me.
4. We shall shortly have news of whatever is going on.
5. Whatsoever you do, do it with all your might.
6. The best seats will be given to whoever arrives first.
7. Whatever the manager says will be the rule for the day.
8. Each may write his sketch about whomever he pleases.
9. The winners, whoever they may be, will receive their awards at the exercises.
10. The class will be asked to vote on whatever the report may be.
11. Whoever does the best work will receive the greatest praise.
12. Tell it to whomsoever you will, and he will pay but little attention to whatever you say.
13. Of the several books, I should read whichever has most to say of our early history.

14. Whatever we sow in childhood we reap in manhood.
15. It is wise to speak kindly concerning whomever one talks.

b. Copy the following sentences, inserting the correct form in parentheses:

1. (Who, Whom) do you think it is I am going with?
2. (Who, Whom) do we really want for so important a position?
3. (Its, It's) not so much what one says as the way he says it that counts.
4. Tell me (whose, who's) novels you enjoy most.
5. Have you made up your mind (who, whom) you will vote for?
6. Do you know (whose, who's) leading in the campaign?
7. By (who, whom) were (them, those) plans drawn?
8. If it were (he, him), would it make any difference to you?
9. Nobody thought the trip desirable but (we, us).
10. It is strange that (him, his) coming should create such a stir.
11. Everybody except Graves and (I, me) took the test.
12. She knew (they, them) to be (we, us).
13. Miss Dennet astonished (we, us) boys by telling what she knew.
14. Jameson and (I, myself) made all the plans without help from anybody.
15. It is the rule that each student shall read (his, their) paper when (he, they) (is, are) ready.
16. The party of huntsmen made (its, their) departure soon after breakfast, but each returned at evening when (he, they) had bagged (his, their) game.
17. Beverly was not so well prepared as (she, her).
18. A secret arrangement had been made between Harold and (me, myself).
19. To (me, myself) it made but little difference.
20. Our school presented (its, their) play before the women's club, and (it, they) (was, were) very much pleased with the performance.
21. Do you think it was (she, her) (who, whom) was referred to?

22. I have an idea that if I were (she, her) I should not try it.
23. Did he say it was (he, him) (who, whom) he wanted to see?
24. I am surprised at (you, your) having arrived so early.
25. (Its, It's) true that (I, myself) am often mistaken, but that's (her, she), I am sure.

. Explain the case of each pronoun in the following sentences:

1. They were sure that he had made an error.
2. It was perfectly clear that it was she whom they meant.
3. Our grocer, he in the corner store, has a more complete stock than anybody else.
4. We chose them for their size and color.
5. Having selected them, we had no choice but to use them.
6. I enjoyed the autumn, and its coming so early made it seem doubly beautiful.
7. We hockey players require skates that are a special make.
8. They! Why, they would not be of use to any of us.
9. My achieving it was a source of great pleasure to my parents.
10. We having put the question, he had nothing to do but answer it.
11. You mischief maker, you will pay the penalty for that.
12. My only recollection is that I tried to make myself heard.
13. It seemed only fair that the division should be made equally between them and us.
14. The others disagreed, but I myself thought the best choice to be him.
15. We are interested in our new neighbors, them whom I was telling you about.
16. He made me an offer, but it was one that I felt I could not accept.
17. He asked me to reconsider it, but I still feel I should not do myself justice to undertake the work.
18. It is Mt. Washington whose peak is the highest.
19. They had more regard for each other than anybody realized.
20. Nobody else's opinion would have received so much attention as his.

d. Rewrite the following sentences, correcting whatever errors each contains:

1. There was no doubt it was her which would be appointed.
2. Everybody but the new members have their application.
3. Either scheme will work; neither are to be entirely disregarded.
4. There was a feeling among us that Thornton would be more acceptable than him.
5. Whoever of the two you have in mind, it is only fair to give each another consideration before making a choice.
6. When anyone has done their utmost, they can always find some opportunity for improvement.
7. Its only fair to say that, after considering everything, the committee feels that the group took it's responsibility seriously.
8. If I were him, I should not be so quick to conclude that each are not entitled to some consideration.
9. Nobody are justified in attacking your opinion as to whom is right; each are free to think as they please.
10. There was an agreement between he and I that somebody's else idea should be sought.
11. I see no reason why it should be him who is called upon to suffer for everybody's else faults.
12. It is of no use to ask me, who are ignorant of what transpired.
13. If everyone would free their selves from faults, they would be in a better position to criticize others.
14. "I can speak only for me myself," he said. "Yet I admire whomever holds opinions different from mine."
15. Everybody have agreed to the arrangement except we.

Group III

a. Write sentences in which you use the following combinations correctly:

1. either they or we
2. him and me
3. I myself
4. neither them nor me
5. theirs or mine
6. them and us
7. they or we
8. smaller than hers
9. sooner than he
10. yours or hers

b. Complete each of the following by adding a relative clause:

1. Those are people
2. In the distance there is a lake
3. He is interested in nothing
4. Where will I find a magazine
5. Most people have qualities
6. I frequently have thoughts
7. Can you mention an animal
8. Carl has a mastiff
9. This is a family
10. Our school has a team

c. Rewrite the following sentences, converting the italicized phrases into relative clauses:

1. Most of us like people *with original ideas.*
2. Men *in difficulty* arouse my sympathy.
3. There was no path *without tracks going both ways.*
4. Mrs. Elson was a woman *with noble ideas.*
5. The automobile *stopping at the gate* attracted the attention of all those *on the porch.*
6. *Sitting snugly by the edge of the lake* our camp is an attractive retreat.
7. We can adopt no plan *without the approval* of the principal.
8. The stars, *shining more brilliantly than usual*, created a spectacle *attracting our attention.*
9. The boat *sailing so proudly* in the bay made us *on the shore* want to join in the sport.
10. Animals *enjoying their freedom* in the woods should not be molested by men *with selfish desires.*

d. By the use of a relative pronoun, combine each of the following pairs of expressions into a good complex sentence:

1. I spent the afternoon in the woods. They were cool and fragrant with balsam.
2. The book is a story of the Great War. It reminded me of tales my grandfather used to tell me.
3. Our boat, the *White Cap*, is the fastest boat on the bay. She was built for my father by an old ship carpenter.
4. The accident occurred at the base of the mountain. It was due to a defect in the engine.

5. Our school won the championship again this year. It has already won it three years in succession.
6. Mr. Guilford is a man of unusual integrity. His word can always be counted on.
7. Towards evening we came to an old barn. It provided shelter for the night and headquarters for the remainder of the trip.
8. I had difficulty in understanding the old man's kindness. It was like nothing I had ever experienced before.
9. A huge elm tree stood at the corner of the lot. Its shade had furnished us comfort for our picnics many summers.
10. The clown kept us breathless by his performances. His agility was beyond anything I had ever seen.

e. Rewrite the following sentences, making such changes as you think necessary to secure correct grammatical construction:

1. I have been wondering whose going to assume the responsibility when those which have been carrying it are through.
2. When you reach the end of the last chapter, one has a feeling that you have gone through an entirely new experience.
3. If one follows the directions carefully, one comes finally to an old camp whose only protection against the wind is the forest that stands behind it.
4. Every boy and girl must early cultivate certain habits if they wish to grow into a healthy adulthood.
5. Fretting and fussing every day about little things take its toll from many lives who ought to be spent in complete enjoyment.
6. The boys disposition who was the captain of the team made him a favorite with both students and teachers.
7 When they got home everybody was out of sorts and they spent an unhappy evening together.
8. Anybody should know that, when they find themselves in the midst of serious accidents, there are certain things he must do at once.
9. It says in the paper the party who went on the mountain climb last week found themselves, because of the storm, without food and shelter for two days.

10. Everybody are curious about what happened between he and I, but we shall both be glad if they never find out.
11. Ours is a peculiar family; no one minds the others saying exactly what he thinks about anything.
12. They had been devoted friends for years and you admired them greatly, for one rarely sees a relationship so sincere.
13. We had never seen him in such a state of mind as you saw him, and whom we were very sorry for.
14. I was in a situation such as I never was before, but nobody turned their hands over to help me.
15. One never knows what obstacles he can overcome — whomever he may be — until their real powers are put to a test.

II. THE SENTENCE

Compound-Complex and Complex-Complex

You want your writing to grow up. This doesn't mean that you will outgrow the simple sentence, but it does mean that you will vary the patterns of your sentence structure. There is danger, to be sure, that your sentences may become involved if you try too hard to vary your style. A good combination of the simple, compound, and complex forms is usually the best style.

Already you are able to recognize and use these forms. The following lessons will introduce you to some of the more difficult types of compound and complex sentences.

A. Objectives

1 To learn that a compound-complex sentence has two independent clauses and one or more dependent clauses
2. To learn that a complex-complex sentence is one in which the dependent clause is complex
To gain skill in discovering the syntax of clauses in compound-complex and complex-complex sentences
4. To learn to punctuate compound and complex sentences correctly
To gain skill in building effective sentences

The Compound-Complex Sentence Two or more independent complex ideas may be joined to make a compound-complex sentence.

The lakes, of which there are a great many in the state, are the usual resorts in summer; but the mountains are the favorite spots when winter sports are popular.

A KEEN MIND AND A HEALTHY BODY ARE EXCELLENT COMPANIONS. OUTDOORS AND THE PRIVACY OF THE STUDY ARE BOTH NECESSARY FOR ALL-AROUND DEVELOPMENT.

This is a compound-complex sentence, because it consists of two complex ideas joined by the co-ordinate conjunction *but*. Each of these two clauses is independent of the other, for each might stand by itself as a complex sentence.

The first complex idea contains an adjective clause, *of which there are a great many in the state*, modifying *lakes;* the second contains an adverbial clause, *when winter sports are popular*.

A sentence which consists of two or more independent clauses is also classed as a compound-complex sentence if any one of these is complex.

The lakes are the usual resorts in summer, but the mountains are the favorite spots when winter sports are popular.

The lakes, of which there are a great many in the state, are the

usual resorts in summer; but the mountains are the favorite spots in the season of winter sports.

Both of these are compound-complex sentences. In one, the first part is simple and the second is complex. In the other, the first part is complex and the second is simple.

In analyzing a compound-complex sentence, we first divide it into its independent clauses and then analyze each of these as if it were a sentence by itself.

THE COMPLEX-COMPLEX SENTENCE A complex sentence in which the dependent clause is complex may be called a complex-complex sentence.

I recalled some of the books which I read when I was a boy.

This is a complex-complex sentence because it is made up of one independent clause and a dependent clause which is itself complex. The independent clause is *I recalled some of the books*. The dependent clause is *which I read when I was a boy*. It is an adjective clause modifying *books*. This clause is also complex, because it contains a dependent clause, *when I was a boy*, which is an adverbial clause modifying *read*.

PUNCTUATION There are several important regulations for punctuating compound and complex sentences which it is necessary to recall. Refer to them on pages 21–29 of Section One.

B. Some Good Examples of Compound-Complex and Complex-Complex Sentences

1.

The watch on deck were lowering away the quarter-boat, and I got on deck just in time to fling myself into her as she was leaving the side; but it was not until out upon the wide Pacific, in our little boat, that I knew whom we had lost.

— Richard H. Dana

2.

Society is the stage on which manners are shown; novels are their literature.

— Ralph Waldo Emerson

3.

Here they arrived about noon, and Joseph proposed to Adams that they should rest awhile in this delightful place.

— Henry Fielding

4.

We keep no bees, but if I lived in a hive I should scarcely have more of their music.

— William Cowper

5.

Then the road passes straight on through a waste moon, till at length the towers of a distant city appear before the traveler; and soon he is in the midst of the innumerable multitude of Vanity Fair.

— Thomas B. Macaulay

6.

The lower room was in darkness; but by feeling his way he found a table, whereon he placed the bottle, and a minute later emerged again upon the heath.

— Thomas Hardy

7.

I never saw a busier person than she seemed to be; yet it was difficult to say what she did.

— Charlotte Brontë

8.

There were but eight; yet, somehow, as they flocked in, they gave the impression of a much larger number.

— Charlotte Brontë

9.

Then the importance of the process quickly steadied her, and by the time she had her curls arranged in well-smoothed, drooping clusters, her pink satin frock put on, her long sash tied, and her lace mittens adjusted, she looked as grave as any judge.

— Charlotte Brontë

10.

The people drove out King Athomas, because he had killed his child; and he roamed about in his misery, till he came to the Oracle in Delphi.

— Charles Kingsley

11.

Medea shrieked a fearful shriek, and dashed the cup to the ground, and fled; and where the wine flowed over the marble pavement, the stone bubbled and crumbled and hissed under the fierce venom of the draught.

— Charles Kingsley

12.

He that hath a froward heart findeth no good; and he that hath a perverse tongue falleth into mischief.

— Proverbs

13.

Old Uncle Venner was just coming out of his door, with a wood-horse and saw on his shoulder; and, trudging along the street, he scrupled not to keep company with Phoebe, so far as their paths lay together; nor, in spite of his patched coat and rusty beaver, and the curious fashion of his tow-cloth trousers, could she find it in her heart to outwalk him.

— Nathaniel Hawthorne

C. Activities

Group I

a. Explain why each of the following is a compound-complex sentence:

1. The autumn is already here; and when the hills begin to take on color, I have an urge to get into the woods.
2. We shall close our country home at Thanksgiving, but we expect that we shall have several week ends there before that time.
3. Mr. Vanderbilt says that he has already seen deer, and I hope I may have as good luck before long.
4. Many years ago, when my father was a boy, there were Indian relics along the shore; but I have never found any.
5. Mother said she thought we should begin to think about Christmas, for the days are slipping by.
6. Although the days are becoming shorter, they are still warm; and the evenings are delightful for being in the country.
7. My father says that there is an eagle's nest in the old tree, yet we have never seen any signs of the birds.
8. I do not believe that we shall be able to go, for harvesting is taking all our time.
9. When I heard the news, I was eager to learn how the thing happened; but we thought that we should say nothing about it for a few days.
10. You understand that you are to take an early train, and you know that I shall meet you when you arrive.

b. Write ten compound-complex sentences, using as many different co-ordinate conjunctions as you can.

c. Expand each of the following compound sentences into a compound-complex sentence:

1. We shortly came to a sign giving the direction, but we did not recall a road going that way.
2. Friends are the most valuable assets in life; therefore we should all cultivate lasting friendships.
3. I spent some time making the model, and I expect it to be exhibited.

4. We were afraid of being snowed in; therefore we took along supplies enough for several days.
5. He told us many tales of daring exploits; however, we believed them all to be false.
6. Not only did the party have a day of weariness, but it also spent a night of great discomfort.
7. Upon the ringing of the bell we assembled in the gymnasium; but some very necessary preparations had not yet been made for the meeting.
8. Days filled with exciting events had gone by; nevertheless we remembered none so interesting.
9. Either we did not understand the directions clearly upon their being given to us, or we followed them in a careless manner.
10. We were standing together by the brook at sunset, and neither of us thought we had ever seen so beautiful a sight.

d. The following sentences are complex-complex. Pick out of each the independent clause and the dependent clauses:

1. We thought that we should have time for breakfast while preparations were being made.
2. There were a few minutes to wait after we reached the place where our baggage was stored.
3. He said that he thought we should be quite contented when once we had got settled.
4. Mr. Sutton came down the street with an air that would have made you laugh if you could have seen him.
5. You should realize that you cannot always do what you wish.
6. The tree was lying on the hillside just as it had fallen when the lightning struck it.
7. The books which I read when I was a small child still remain my best friends.
8. Where the trees that stand by the old stone wall are the thickest we have for years gone to gather nuts.
9. Suddenly we were startled by a cry in the distance that sounded as though someone were in distress.
10. "Why don't you take a tramp over the hill while I write?" my father asked.

e. Write ten complex-complex sentences of your own.

f. Copy the following sentences, punctuating them correctly. Tell which are compound-complex and which are complex-complex:

1. If I were you when school is over I should try to get a job for the holidays.
2. I read all the books I had on the subject then I went to the library for more.
3. When you have finished the work which you have to do will you please run an errand for me?
4. Our visit will be short we should get out of it all that we can.
5. Mr. Cutler said if I remember correctly that we should find five specimens and I already have three that I think are excellent.
6. Experiences that mean much to us when we recall them would mean little to us unless we were unusually thoughtful while we were undergoing them.
7. After Edith had finished her practicing which she insists upon doing faithfully we walked down to the village to do our shopping.
8. He was the kind of person whom one likes to meet yet there was something about him that I could not understand.
9. Spring flowers beautiful and fragrant as they are cannot compare with many of those that blossom in the fall.
10. I know it is the truth there is something in it though that seems very distasteful.

Group II

a. What is the grammatical use of each clause in the following compound-complex sentences?

1. In the early days of our history, travel was infrequent; and when people went long distances, they endured hardships that were often fatal.
2. There was an unusual amount of game in the back woods; but, somehow or other, we had no very good luck when we went hunting.

3. Whenever we have visited Boston, we have enjoyed learning something new about our early history; moreover we have found the information very useful in our classes.
4. Either you were more successful than you expected, or you were very modest in talking about your plans.
5. I seemed to be living in a world that was totally different, for dreams acquaint one with conditions that are often fantastic.
6. Neither were they days that we should wish to live over, nor were they such as we want completely to forget.
7. When I heard Mr. Anderson tell of his adventures in the South Pacific, I was reminded of stories that I had read; and I was glad to have sufficient background to appreciate the tales that he had to relate.
8. Mrs. Reddy had endured a great struggle; however, if she were downhearted, one would never know it.
9. A good job will bring me wages that are satisfactory; therefore, I shall not have to depend on my parents for clothes and pocket money.
10. Industries that were new and interesting were springing up in our section of the country all the time, and these meant more employment and hence better living conditions for everybody.
11. When one witnesses the hardships that many people around him endure, he should be more satisfied with his own lot; yet, in spite of this fact, how many men and women still remain unhappy.
12. Our team fought valiantly; it expended every ounce of its strength and did it with a bravery which we all admired.
13. I do not know when I ever saw a spot so quaint, and I spent the day in drinking it all in with a satisfaction that I had never known before.
14. People tell you that you should go to college, but I am not sure that for many it is not better to go to work directly upon getting out of school.
15. We sometimes feel that the best of life is behind us, yet we know from experience that there are always better days ahead.

b. Give the syntax of each clause in the following complex-complex sentences:

1. I have read many books that related incidents which could have come out of my own life.
2. Naturalists must lead lives that are far more interesting than those which are common to most of us.
3. The weather conditions which we encountered on the flight that we took were said to be extremely unusual.
4. By a chance that was more fortunate than we should have expected we got seats in the center of the grandstand.
5. The knowledge that one gains while he is going to school is no more important than other experiences he has during those years.
6. Sports that are among those which I enjoy most are fencing and boxing.
7. I should enjoy attending a school that is located where winter sports are popular.
8. At no place where we visited when we were on vacation did we enjoy ourselves more than in the White Mountains.
9. After we returned from camp where we spent most of our holidays, we found it rather difficult to settle down to work.
10. Mr. Peterson replied: "You should not attempt an experiment so difficult until you have had more training.
11. "I may arrive before you do after all," he insisted.
12. The sun had set when we reached the camp, where, however, we found everything in readiness for the night.
13. Mrs. Sanders had an idea which she thought all who were entering the campaign would enjoy hearing about.
14. The school, as a surprise to the principal, decided upon a program which they thought would please him when it was produced.
15. There are some things that we like to keep to ourselves even though it seems a little selfish.

c. Copy the following sentences, punctuating each correctly. Be able to give a reason for each punctuation mark you insert.

1. I sat down in the library to read my book but before I had finished a page there was a thump on the window that startled me.

2. We watched the queer old fellow as he rounded the corner and then without his knowing it we took our position on the porch so we could see him as he wandered down the street.
3. It was a desperately cold night I shall never forget whatever else I do not remember with what terrific force the snow came down and with what weird blasts the wind blew around the cabin.
4. As you remember we read several books about various industries but do you recall which one we were asked to write a report on?
5. When you write do it intently when you have finished revise your work carefully.
6. As I was on my way to school I heard a strange noise by the grove when I returned at night I heard it repeated.
7. The details of the evening have quite escaped me but a feeling remains that I shall not get over.
8. We do not need more ideas we need opportunity to carry out those we have already had.
9. I cannot believe remarked the coach that there aren't still more boys who would like to go out for the team.
10. The cabin had no beds so out of some odd pieces of lumber we improvised bunks in the corners and these we found very satisfactory.
11. There are many recipes for happiness but I know none better than to work industriously to play hard and to have faith in one's fellows.
12. Consequently he replied we had to do without many things which we had counted on while we were making our plans.
13. Many a wiser man than I has done the same thing and yet he has not regretted it.
14. We considered it strange advice but thinking it over as we did afterwards we saw the wisdom of it.
15. As you reach the foot of the hill you come to a fork in the road by taking the right-hand turn you should reach the gate in less than ten minutes.

Group III

a. Combine the ideas in each of the following groups into an effective complex-complex sentence:

1. One night, in a ruined barn, I spoke at sunset to a company of hand-grenaders. They were going out that night to raid the enemy trenches.
2. It was at two in the morning that I bade farewell to the detail of men in our dugout. The dugout had been an old French wine cellar.
3. Dinner was served in the Jacobean dining room. It was the same room we ate in when the state banquet was held in 1940.
4. We visited the Indian settlement on the island. Conditions were found to be about as they were ten years ago. It was ten years ago that we were there last.
5. The party was gathered in the edge of the wood. They were not talking very loudly. We could just distinguish what they were saying.
6. Our friends took us through the southern states. Here we visited many interesting sections. In several of the spots important historical events took place.
7. He told the story engagingly. It was as though he had experienced the incidents he was talking about.
8. We visited Cedar Hill. It was there that the crime occurred. Then we went home to work out a satisfactory story of how it happened.
9. I was walking home for lunch. An idea occurred to me. It was that we could save several hours by taking the early train instead of waiting for the first bus.
10. Miss Pierce was planning her dinner for Thursday. Many of her friends had been away. On that day they would all be at home.
11. Seymour won the scholarship. He had not expected to. He then decided to change his plans and go to college.
12. The children were all excited. They learned that the circus was coming to town. It had not been here for three years.
13. The launch anchored in the harbor. There it would have protection for the night. The night was rapidly coming on.

14. News of the affair reached us in the morning. We had a great thrill. We had never had so great a thrill in our lives.
15. Everybody went directly home. The party was over. It had been a decided success.

b. In the following passages, select the compound-complex and complex-complex sentence, giving the syntax of each clause:

"WHEN I LOOKED ROUND THERE WAS HANDS... WITH THE DIRK"

1.

The excitement of these last manoeuvers had somewhat interfered with the watch I had kept hitherto, sharply enough, upon the coxswain. Even then I was still so much interested, waiting for the ship to touch, that I had quite forgot the peril that hung over my head, and stood craning over the starboard bulwarks and watching the ripples spreading wide before the bows. I might have fallen without a struggle for my life, had not a sudden disquietude seized upon me, and made me turn my head. Perhaps I had heard a creak, or seen his shadow moving with the tail of my eye; perhaps it was an instinct like

a cat's; but, sure enough, when I looked round there was Hands, already half-way towards me, with the dirk in his right hand. (From *Treasure Island,* by Robert Louis Stevenson)

2.

I played that I was a fugitive from justice in search of a friend, but I became so absolutely a hunted criminal that I was too cautious. I ran away from the people who might have helped me. I found nothing, and another day was wasted because I was after an enemy and forgot that it was actually a friend I wanted. I avoided everybody. The next Saturday I was more sensible. I was the trusted scout of a general who sent me out to find a base, an advance post where he could quarter and supply his troops; and he ordered me to hunt till I got what we must have. Riding up on a low eminence on the Stockton road, I folded my arms and reconnoitered, and I saw several places that would do. (From *The Autobiography of Lincoln Steffens*)

3.

So it was, undoubtedly, with other people. My fellow travelers, who hear me discoursing enthusiastically of vireos and warblers, thrushes and wrens, whilst they see never a bird, unless it be now and then an English sparrow or a robin, talk sometimes as if the difference between us were one of eyesight. They might as well lay it to the window-glass of our respective houses. It is not the eye that sees, but the man behind the eye. (From *Essays and Essay-Writing*, edited by William M. Tanner)

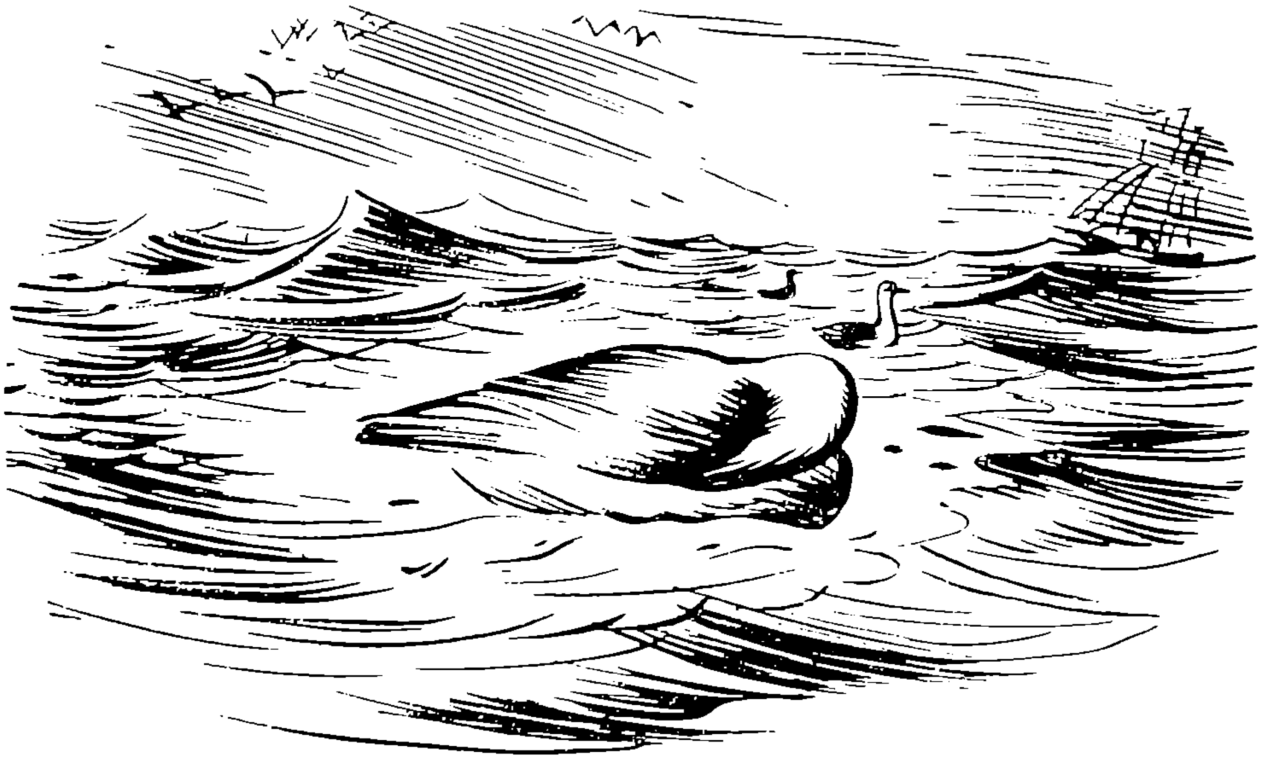
4.

To a homeless man, who has no spot on this wide world which he can truly call his own, there is a momentary feeling of something like independence and territorial consequence, when, after a weary day's travel, he kicks off his boots, thrusts his feet into slippers, and stretches himself before an inn fire. Let the world without go as it may, let kingdoms rise and fall, so long as he has the wherewithal to pay his bill, he is for the time being the very monarch of all he surveys. The armchair is his throne,

the poker his sceptre, and the little parlor, some twelve feet square, his undisputed empire. It is a morsel of certainty snatched from the midst of the uncertainties of life, it is a sunny moment gleaming out on a cloudy day; and he who has advanced some way on the pilgrimage of existence knows the importance of husbanding even morsels and moments of enjoyment. "Shall I not take mine ease in mine inn?" thought I, as I gave the fire a stir, lolled back in my elbow-chair, and cast a complacent look about the little parlor of the Red Horse at Stratford-on-Avon. (From *The Sketch Book*, by Washington Irving)

5.

This day we saw the last of the albatrosses which had been our companions a great part of the time off the Cape. I had been interested in the bird from descriptions, and Coleridge's



"AN ALBATROSS ASLEEP UPON THE WATER"

poem, and was not at all disappointed. We caught one or two with a baited hook which we floated astern upon a shingle. Their long, flapping wings, long legs, and large, staring eyes, give them a very peculiar appearance. They look well on the wing; but one of the finest sights that I have ever seen was an albatross asleep upon the water, during a calm, off Cape Horn,

when a heavy sea was running. There being no breeze, the surface of the water was unbroken, but a long, heavy swell was rolling, and we saw the fellow, all white, directly ahead of us, asleep upon the waves, with his head under his wing; now rising on the top of the big billows, and then falling slowly until he was lost in the hollow between. He was undisturbed for some time, until the noise of our bows, gradually approaching, roused him, when, lifting his head, he stared upon us for a moment, and then spread his wings and took flight. (From *Two Years before the Mast*, by Richard H. Dana)

III. CAPITALIZATION

CERTAIN mechanical devices are necessary for writing understandable English. The units of sentence, paragraph, and chapter were created for convenience in reading. For similar reasons we use capital letters and punctuation. Many of the simpler uses of these two elements you are in the habit of handling correctly and easily. With increased practice you will become accustomed to others that vex you now.

The purpose of this section is to review the use of these important tools. Much of it you may be able to pass over quickly, while to some of it you may profitably give further study.

A. Objectives

1. To review the rules for capital letters
2. To fix in mind unfamiliar rules
3. To practice the use of capital letters in written work

CAPITAL LETTERS In the process of writing, it becomes necessary to distinguish certain persons and things from others of the same class. That is mainly the purpose for which capital letters are used, though they may be employed otherwise for the sake of making manuscripts more attractive and easier to read.

B. Rules for Capital Letters

1. The first word of every sentence should begin with a capital.

   The sky was a turquoise blue.

2. Words and phrases used as sentences should begin with capital letters.

   No. All right. How much?

3. The first word of a direct quotation should begin with a capital.

He prefaced his long remarks with, "There is but little I can say."

4. When a question occurs within a sentence, it should begin with a capital.

   What I should like to know is, Who started the story?

5. The first word of every line of poetry usually begins with a capital.

   Then came the merry maskers in,
   And carols roared with blithesome din;
   If unmelodious was the song,
   It was a hearty note and strong.

6. The pronoun *I* and the interjection *O* should be capitalized. *Oh* should not be capitalized unless standing at the beginning of a sentence.

   Bless the Lord, O my soul.
   She was — oh, so very careful.

7. The days of the week, the months of the year, and the names of holidays should be capitalized.

   Wednesday, Thursday
   June, July
   Labor Day, Thanksgiving

8. All family names and nicknames should be capitalized.

   Booth Tarkington
   Light Horse Harry Lee

9. Expressions which stand for the names of persons should be capitalized.

   the Governor
   Her Majesty

10. The names of nations, races, and tribes should be capitalized.

American people
Caucasian race
Penobscot Indians

11. Names of specific places are capitalized.

Baffin Bay
Cape Horn
Central Park

12. The words *north*, *south*, *east*, and *west* should be capitalized when they apply to a section of the country.

It is a story of the Southwest.

13. Titles should be capitalized when used as parts of names or in direct address.

Chief Justice Brown
Secretary of Treasury Jones
Mayor Smith
We pledge you, Senator Harris, our complete support.

If the title follows the name, however, it is not capitalized.

Frank Brown, chief justice of the Supreme Court
Stephen Jones, secretary of the Treasury
Harold Smith, mayor of Freeport

14. Common nouns used as parts of proper nouns should be capitalized.

Beacon Street
Amherst College
East High School

15. Names of the Deity and names for the Bible should be capitalized.

Jehovah
Holy Writ

16. Words in the titles of books and documents should be capitalized, except prepositions, conjunctions, and articles. The first letter should always be capitalized.

Two Years before the Mast
The Bill of Rights

17. Names of organizations, institutions, governmental bodies, and departments should be capitalized.

University Club
Phillips Academy
the Senate
Department of Agriculture

18. Names of political parties, historical events, and periods in history should be capitalized.

Labor Party
the Fall of Rome
the Renaissance

19. Names denoting family relationship should be capitalized when used with the names of persons or as substitutes for them.

my Great-Grandfather Robbins
a book for Mother
my mother's books

20. The first and last words in the salutation of a letter should be capitalized.

My dear Sir:

21. Certain abbreviations are always capitalized; such as, A.D., B.C., B.A., M.A.

C. Activities

Group I

a. After studying the rules for capitalization, make a list of those uses which are unfamiliar to you and write sentences illustrating each of them.

b. Rewrite the following sentences and passages, making what you consider necessary corrections in the use of capital letters:

1. We hoped that arthur would win honors in senior high school.
2. It was difficult to part with Buck; He had been my constant companion for years.
3. My Dear Mr. Hughes:

   Thank you for your order. we shall be able to make shipment of the goods about may the First.
4. It was on october 12, 1492, a.d., that columbus discovered america; the pilgrims landed in 1620, A.D.
5. Bill no. 3225 was passed by the senate on march 11; the house of representatives had already passed it.
6. It was signed by the president in the presence of the post-master general the following day.
7. If you are going with mother and uncle peter, I will stay with grandmother.
8. Although my father does not understand why, my great-uncle Rupert has joined the socialist party.
9. Hugo mc dougall, an interested scotchman, was elected president of the Burns club.
10. The American History Class was asked to read the declaration of independence.
11. The creed refers to god the father, god the son, and god the holy ghost.
12. I attend the schuyler high school, and on sundays I sing in st. andrew's church on madison avenue.
13. President roosevelt appointed Mr. Stone as chief justice of the united states supreme court.
14. Many of the birds in which I am interested go south in the winter; when I lived in the west I had better luck studying the subject than I have had since we moved east.

15. My family spends the summer on the west side of lake champlain, and we often visit fort ticonderoga.
16. The mohawk indians gave their name to the valley in central new york.
17. It was mayor downing; chairman of the meeting, who introduced congressman stewart.
18. Mr. standish, our history teacher, is known by his students as merry miles.
19. We had a grand celebration on new year's eve, but new year's day we spent quietly at home.
20. Alice broke into the room with, "o mother, please come to the porch at once."
21. And there was — oh, such a beautiful sunset just beyond mt. mansfield.
22. What I wish to ask you is, how did you ever escape?
23. Mr. Rollins asked, "if you take the job, can you go to work monday?"
24. "Yes," replied Burton. "but I shall have to talk it over with my Father first."
25. Through my membership in the club I received the following books: the adventures of tom sawyer, a man without a country, and the red badge of courage.
26. then spake king arthur, breathing heavily:
    "what is it thou hast seen? or what has heard?" and answer
    made the bold sir bedivere:
    "i heard the water lapping on the crag,
    and the long ripple washing in the reeds."

Group II

a. Bring to class from your reading examples of the use of capital letters that illustrate the rules less familiar to you.

b. The following sentences contain errors in the use of capital letters. Rewrite them, making whatever corrections you think necessary:

1. train no. 358 leaves at 2 P.M., but i think we should wait until five and get seats on the flying yankee.
2. "this is the one — oh, no, I have the wrong package," said edith, "But i shall be back in a minute."

3. There is one important question to be answered: can we get the materials together before saturday afternoon?
4. i said: " when first the world began,
young nature thro' five cycles ran,
and in the sixth she moulded man."
5. this notice was posted on the door: "a meeting of the albany county historical society will be held in joseph henry memorial hall on may 5 at 3 P.M. major anderson will speak on the subject, the early history of the hudson valley."
6. "on friday morning," said miss murray, "The shakespeare club will meet in the library during the Fourth Period."
7. as i looked out of the window i saw the little knight, which is the boys' favorite name for our janitor, crossing the lawn with all the majesty of a King.
8. as the Mayor rose from his chair he looked at the audience and then said: "ladies and gentlemen, the governor of ohio."
9. people who live in the east have no conception of the vastness of the great western plains.
10. my uncle herbert, who is my father's youngest brother, is master of the beacon, the largest ship of the united fruit company.
11. some of the best fishing in the east is to be found in the streams and lakes of Northern Maine.
12. leading the procession were ex-mayor hartwell, secretary of state albertson, and the honorable edward clark, chief justice of the supreme court.
13. There is more romance than we usually think connected with such structures as bunker hill monument, King philip bridge, fort crailo, and the schuyler mansion.
14. what the magna carta is to England the constitution is to the united states.
15. the national council of the teachers of english held its annual meeting in the hotel statler.
16. it was an interesting event when her majesty, queen wilhelmina of holland, made a visit to the united states.
17 i found the story of the middle ages among the most interesting in my study of english history.

18. My dear sir: I shall meet you in your office in the capitol on thursday morning, january 18, at eleven o'clock, as you request. Yours Very Truly.
19. i spent a good part of the afternoon in the China department with mother looking for a teapot for grandmother easton who believes that her china tea must be brewed in a very special type.

Group III

a. Write several paragraphs on a subject of your own choosing, illustrating as many as you can of the rules for the use of capital letters.

b. Copy the following passages, inserting what capital letters you think necessary:

1.

"oh, yes, I saw them down-town and follered them."

"splendid! describe them — describe them, my boy."

"one's the old deaf and dumb spaniard that's been around here once or twice, and t'other a mean-looking ragged ____."

"that's enough, lad, we know the men! happened on them in the woods back o' the widow's one day, and they slunk away. off with you, boys, and tell the sheriff — get your breakfast to-morrow morning!"

the welshman's sons departed at once. as they were leaving the room huck sprang up and exclaimed:

"oh, please don't tell *any*body it was me that blowed on them! oh, please!"

"all right if you say it, huck, but you ought to have the credit of what you did."

"oh, no, no! please don't tell."

when the young men were gone, the old welshman said: "they won't tell — and i won't. but why don't you want it known?" (From *The Adventures of Tom Sawyer*, by Mark Twain)

2.

mr. swiveller, passing through the street in the execution of some brazen errand, and beholding one of his glorious brother-

hood intently gazing on a pony, crossed over to give him that fraternal greeting with which perpetual grands are, by the very constitution of their office, bound to cheer and encourage their disciples. lifting up his eyes, he beheld the single gentleman of bevis marks in earnest conversation with christopher nubbles.

"bravo!" said dick, "who *is* that?"

"he called to see my governor this morning, replied mr. chuckster; "beyond that, i don't know him from adam."

"at least you know his name?" said dick.

to which mr. chuckster replied, with an elevation of speech becoming a glorious apollo, that he was "everlastingly blessed" if he did.

"all i know, my dear feller," said mr. chuckster, running his fingers through his hair, "is that he is the cause of my having stood here twenty minutes, for which i hate him with a mortal and undying hatred, and would pursue him to the confines of eternity if i could afford the time." (From *The Old Curiosity Shop*, by Charles Dickens)

3.

at this time, italy, with the exception of etruria on the western coast, was occupied by tribes that had made but little progress in culture. the power of rome had not yet risen. hence the land was practically open to settlement by any superior or enterprising race.

consequently it was not surprising that during the greek colonizing era southern italy became so thickly set with greek cities as to become known as *magna graecia*, "great greece." here were founded during the latter part of the eighth century b.c. the important city of taras, the tarentum of the romans (708 b.c.); the aeolian city of sybaris (721 b.c.), noted for the luxurious life of its citizens, whence our term sybarite; the great croton (711 b.c.), distinguished for its schools of philosophy and its victors in the olympian games; and rhequium (about 715 b.c.), the mother of statesmen, historians, poets, and artists. (From *Ancient History*, by Philip Van Ness Myers)

4.

now arcite into sighs began to break,
having sung his song, and sat him down to mourn.
"alas!" cried he, "the day that i was born!
how long, o cruel juno, shall it be
that thou wilt wreak on thebes thine enmity?
alas! confounded is and all undone
the blood of cadmus and amphion —
the royal blood of cadmus, the first man
that builded thebes, or first the town began,
and of the city first was crowned a king."
(From *The Knight's Tale*, by Geoffrey Chaucer)

5.

we worship not the graces, nor the parcae, but fashion. she spins and weaves and cuts with full authority. the head monkey at paris puts on a traveller's cap, and all the monkeys in america do the same every generation laughs at the old fashions, but follows religiously the new. we are amused at

MONKEYS WORSHIP FASHION, WHETHER IN PARIS OR AMERICA

beholding the costume of henry viii, or queen elizabeth, as much as if it was that of the king or queen of the cannibal islands. (From *Walden*, by Henry David Thoreau)

6.

east of my bean-field, across the road, lived cato ingraham, slave of duncan ingraham, esquire, gentleman of concord village; who built his slave a house, and gave him permission to live in walden woods. some say he was a guinea negro.

down the road, on the right hand, on brister's hill, lived brister freeman, "a handy negro," slave of squire cummings once — there where grow still the apple trees which brister planted and tended not long since i read his epitaph in the old lincoln burying-ground, a little on one side, near the unmarked graves of some british grenadiers who fell in the retreat from concord — where he is styled "scipiobrister " — scipio africanus he had some title to be called — "a man of colour," as if he were discoloured. (From *Walden*, by Henry David Thoreau)

IV. PUNCTUATION

A YOUNG lady had left her home to seek work in New York City. Staying with her aunt according to plan, she secured a position and jubilantly wrote her mother a telegram on one of the blanks provided at the telegraph office. Two days later her frantic mother was in New York. The young lady had printed SAFE IN NEW YORK HOSPITAL JOB SECURED. Her failure to place a period after New York had caused her mother much worry and a needless trip.

Without marks of punctuation accurate reading would be difficult. Their use makes it easier to interpret the author's meaning and to read with greater skill. Bad punctuation results from three causes: wrong marks, too many marks, and too few marks. The wrong mark should be carefully avoided. As a rule it is better to use too few marks than too many. No mark, however, should be omitted that is necessary to make the meaning clear. The tendency to use punctuation marks without a good reason for each one should be overcome. Nothing is worse than inserting them at random.

A. Objectives

1. To review the use of all punctuation marks
2. To become more conscious of the importance of their correct use
3. To practice using the less familiar marks

END PUNCTUATION· The type of sentence is indicated by the punctuation mark at the end. Declarative and imperative sentences are followed by periods, interrogative sentences by question marks, and exclamatory sentences by exclamation points. These marks, when so used, are called *terminal* or *end* punctuation.

INTERNAL PUNCTUATION Sentences of great length or complexity have marks within them to make their meaning clear. Such marks are called *internal* punctuation.

B. Examples of the Use of Punctuation Marks

THE PERIOD

1. Place a period after a declarative sentence.

   A great storm arose.

2. Place a period after an imperative sentence.

   Choose another color.

3. Place a period after an abbreviation. In formal writing the only abbreviations that are permissible are such as Mr., Mrs., and Dr. All other titles should be spelled in full. The names of the days, months, states, and the words *street* and *avenue* should also be written out.

THE QUESTION MARK

1. Place a question mark after a direct question.

   Shall we go soon?

   Do not place a question mark after an indirect question.

   She inquired if we should go soon.

2. Place a question mark between parentheses to show that a statement is uncertain.

   The book was published in 1943 (?).

THE EXCLAMATION POINT

1. Place an exclamation point after an exclamatory sentence.

   How beautifully he spoke!

2. Place an exclamation point after an expression denoting strong feeling.

   What a pity!

The Comma

1. Place commas around expressions in direct address.

   I think, young man, you did very well.

2. Place commas around appositives.

We visited Saratoga, the scene of the battle, and other places of interest.

3. Place commas around a nominative absolute.

   It seems to me, everything having been arranged, we can make an early departure.

4. Place commas around expressions that are used parenthetically.

   The event occurred, as I remember it, during the period we were absent.

5. Place commas between parts of addresses, dates, references, and geographical names.

   She lives at 90 Colonial Avenue, Albany.
   An important day in American history was Sunday, December 7, 1941.
   The quotation is from *The Tempest*, Act III, Scene 2.
   The commission's headquarters were in Troy, Rensselaer County, New York.

6. Place commas between words or phrases that show contrast or are arranged in pairs.

   You may study or loaf, succeed or fail.

7. Place commas before the conjunctions *and*, *but*, *for*, *or*, *neither*, and *nor* when they introduce clauses of some length.

   We must begin practice early in the fall, or there will be no hope of a winning team.

8. Place a comma after a dependent clause when it precedes the independent clause.

   After I leave high school, I shall go to a college of engineering.

9. Place a comma before the dependent clause when it follows the independent clause if the dependent clause is nonrestrictive.

   It was not true, though he stuck to his original thought.

10. Place a comma after an introductory adverbial phrase containing a verb.

    After crossing the street, he stopped and looked about.

11. Place a comma between the parts of a sentence that might be improperly joined in reading.

    Within, the grove was cool and refreshing.

12. Place commas between words in a series.

    He was a gay, rollicking, mischievous sort of person.

13. Place commas around nonrestrictive phrases when they follow the words to which they belong.

    The lighted window, shedding a faint ray across the field, made it possible for us to find the camp.

14. Place a comma after such words as *yes*, *no*, *surely*, and *certainly* when they are used as introductory words.

    Certainly, we shall be able to make an escape.

15. Place a comma before a short quotation.

    She replied seriously, "I think it will be a long time."

16. Place a comma after the salutation in a friendly letter.

Dear Mr. Grover,

The Semicolon

1. Place a semicolon between the parts of a compound sentence when they are not joined by a conjunction.

All the signs were misleading; we got mixed up at every intersection.

2. Place a semicolon between the parts of a compound sentence when they are joined by a conjunctive adverb: *so*, *therefore*, *besides*, *also*, *in fact*, *hence*, *however*, *nevertheless*, *moreover*, *accordingly*, *thus*, *then*, *still*, *otherwise*.

I was asked for my opinion; therefore I said exactly what I thought.

3. Place a semicolon between the parts of a compound sentence which are joined by a simple conjunction when one of the parts contains commas.

There were many things to be done; but nobody, so far as I could see, was willing to take the initiative.

4. Place a semicolon before, and a comma after, such expressions as *namely*, *viz.*, *i.e.*, *for example*.

Several instances could be mentioned; for example, the work done by the executive committee.

The Apostrophe

1 The apostrophe is used to indicate the omission of letters in contractions.

We feel it's a worthy occasion.
Do you know who's calling?

The following common contractions are permissible in informal writing and speaking:

aren't	shouldn't
can't	they're
didn't	wasn't
doesn't	we'll
haven't	we've
I'd	what's
I'll	who's
I'm	won't
I've	wouldn't
it's	you're
mustn't	you've

2. The apostrophe is used to denote ownership.

When is your brother's birthday?
Shall we call at Evans's house?

The apostrophe is not used to form the possessive case of personal pronouns or of the relative pronoun *who.*

The idea was hers.
Earl is a boy whose word can be relied upon.

Quotation Marks

1. Quotation marks are used to enclose any direct quotation. That includes use around each separate speech in a narrative. Indirect quotations are not enclosed in quotation marks.

This interesting statement from Bacon's essays attracted my attention: "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."

"Did you ever look at the stars?" he asked, pointing upwards.
"Often and often," answered Will.
"And do you know what they are?"
"I have fancied many things."
"They are worlds like ours," said the young man.

THE STARS ARE WORLDS LIKE OURS

2. A quotation within a quotation is enclosed by single quotation marks.

"Explain further what you mean," said Mr. Prescott, "when you say, 'There are various approaches to the subject.' "

THE COLON

1. The colon is used to introduce a list.

It will be necessary for you to present the following credentials: your birth certificate, your driver's license, and a letter from your employer.

2. The colon is used to introduce a long quotation or a statement.

An exciting moment in the story is introduced by this description: "When the Marquis reached the head of the path, he found himself at the end of a long and grassy terrace, from which the path was screened by thick bushes. Standing

for a moment so concealed, he became conscious of the presence of the two young lovers whom he had met some days ago in the forest. Again he could see the face of the young girl, and again he was moved by the sight. He waited till they had reached the other end of the terrace, and then came forward, so as not to startle them by his sudden appearance. They met half way."

3. The colon is used before an explanation of something which precedes it.

 Such an annoyance should not occur again: young children ought not to attend the concerts, the doors should be kept closed, and the audience should handle their programs quietly.

4. The colon follows the salutation in a business letter.

 Dear Sir:
 My dear Mrs. Grant:

5. The colon is used between figures to indicate the time of day.

 The program is scheduled for 8 : 30 P.M., Friday, January 20.

THE HYPHEN

The hyphen is used to separate words into syllables. Syllabication is one of the most bothersome problems for high school students in their written work. Observe carefully the regulations in Section III of the First Period, page 49.

PARENTHESES

1. Parentheses are used to enclose a reference in a text.

 If you will turn to the section on Written English (Chapter 12) and read through the paragraphs on punctuation (page 85), you will find helpful information.

2. Parentheses are used to enclose an expression that breaks the main thought of a sentence by giving examples, illustrations, or additional information.

   While I gazed directly upward at it (for its position was immediately over my own), I fancied that I saw it in motion.

Brackets

Brackets are used to enclose explanatory information which is not actually a part of the text.

Pamphlet Number 38 [which has to do with irrigation] will be especially helpful to farmers.

The animal is scorpioid [like a scorpion] in formation but quite different in its habits.

The Dash

1. The dash is used when there is a sudden change of thought in a sentence.

   You would do better to go by — no, that would be impossible, for the road is under repair.

2. Dashes are used to enclose parenthetical expressions that are not closely connected with the rest of the sentence.

   It was less than three hours since he left, and he must have posted out — who knows how? — to Howgate full nine miles off.

The Caret

The caret is used to indicate that a word or phrase is being inserted.

on Tuesday evening
At nine o'clock ‸ there was a strange light in the heavens.

Activities

Group I

a. From your reading bring to class as many examples as you can, illustrating rules for punctuation that are less familiar to you.

b. Explain the use of each punctuation mark in the following:

1. Make no mistake about what he is thinking.
2. How very dreadful!
3. If you have time, Agnes, will you leave this book at the library?
4. Our library, a memorial to the first mayor of the town, was built by public subscription.
5. The members of the committee are: Dr. George Masters, 34 Delaware Street, Atlanta; Mrs. Lewis Stoddard, 182 Lake Avenue, Buffalo; and Professor Albert Dennis, Schenectady.
6. It seems to me, the report of the committee having been made, that we could proceed with the business.
7. The charter of the town was received in October 1854 (?).
8. Your reports should be made, if possible, on the first of the month.
9. There should be but little delay before the planting is done, or the crops will suffer from the autumn weather.
10. When we have completed reading volume one, we are expected to proceed with volume two.
11. Having reached the steps, he hesitated before ringing the bell.
12. It seems unfair, though there is nothing that can be done about it.
13. There was confusion everywhere; nobody knew where to go.
14. *Drums*, giving as it does a true picture of our early history, is very well worth reading.
15. Without asking any questions, Frances remarked emphatically, "It cannot be done."
16. It appears to be a difficult task; nevertheless we shall be sorry if we do not attempt it.

17. "I still don't know what he meant," said Gerald, "but he kept repeating, 'It's a long lane that has no turning.' "
18. It was Harris's idea, and it was a good one; but, because there were so many things in the way of carrying it out, we thought we had better not try for a few days.
19. My assignment was not a pleasant one; namely, to canvass all the homes in the block.
20. Try writing a paragraph upon the thought in this passage: "What every man seeks is satisfaction. He deceives himself so long as he imagines it to lie in self-indulgence."
21. For tomorrow you may study — no, I think you had better review the marks of punctuation.
22. If you will read Bulletin Number 24 [the story of early ship building in America], you will find (page 18) an excellent description of the first clipper ships.
23. While I was looking at the object (and I couldn't keep my eyes off it), it appeared to sway back and forth.
24. It must have been a long time — who has any idea how long? — before another settlement was attempted.
25. We had forgotten ^ to include some very necessary equipment.
    (in our haste)

c. Punctuate the following sentences correctly. Be sure you can give a reason for every mark you insert.

1. It seemed tracks of game being so prevalent everywhere that we were in the midst of good hunting
2. What a horrible mess
3. Be sure you are right and then go ahead
4. The chairman appointed the following delegates General Dwight Smithson,18 Woodford Drive,Chicago;Mr. Wallace Atwood, 280 State Street Portland Maine ,and Dr. Henry W Gordon 95 Plymouth Avenue New Haven Connecticut
5. Wherever you may go, my boy you will find no place exactly like home
6. Henry D. Thoreau, lover of nature and author of several books, lived in Concord, Massachusetts ,
7. Are you sure, your hands being as full as they are that you will have time to do it ;

8. Very few new students entered school this year but as good luck would have it our last years basketball team was all with us again
9. If you follow the correct procedure you will not find it difficult for example if you do your reading first and then make your outline the writing will be easy
10. After a long separation I believe the story says three months the couple accidentally met again in Canada
11. Do you think this statement is true Being well read too often means the quantity too seldom the quality of reading
12. I have not seen you since oh yes I have too we met last summer at the fair
13. The Bill of Rights the first ten amendments to the Constitution should be familiar to every American
14. While we were at Old Orchard Beach you know we go there every summer we saw the worst storm I have ever seen on the coast
15. Our contribution such as it is must be in the hands of the committee today
16. Harriss intentions were sincere I am sure for only one day last week Tuesday I think it was we talked the subject all through
17. This said Miss Rogers is one of the most significant sentences in the book One of the primary rules for reading is to spot the most important words the author uses
18. I don't know as I can be of much help to you however Ill gladly try
19. Either we shall have to do considerable blazing of the trail as we enter the woods or we shall find it very difficult to make our way back
20. After you have made a thorough review of the chapter you should be ready to write an interesting paragraph
21. Reaching for his hat Mr Mason made a dash for the door
22. Entering the room quietly he said without emotion Good morning How do you do
23. My answer to the problem is correct though I dont understand the process by which I got it

24. It certainly was a dull day everybody sat around stupidly most of the time
25. I am sure that Mr Hayward going as he does every day to the city will be glad to do your errand

Group II

a. Check carefully the rules for punctuation which are most unfamiliar to you or which you habitually disregard. Write sentences illustrating those rules. Practice them until you are quite sure you have conquered them.

b. The following sentences are badly punctuated, but many of the errors are such as students are more or less inclined to make. Study them carefully and rewrite them correctly.

1. I didn't know who's book it was. And I hadn't time to make inquiry.
2. Wont you try to write so your papers dont look so untidy.
3. The principal insists on three things, that we get to school on time; that we bring no false excuses; and that we do not get sent to the office for discipline.
4. There were two rules which we were supposed to follow, (1) Classify the books (2) Write the idea of each in a single sentence.
5. The Chamber of commerce and the merchants' association, had arranged the program, and we were invited to be present at 2-30.
6. I like our school better than their's, even though our's is not so new.
7. "You know," said Mr. Baxter, theres a big difference between a heap of bricks and a house."
8. Mrs. Jame's bulletin board was headed — Every book is a work of art.
9. This year I am studying these subjects; English, history, French, and algebra.
10. Mr. Langston was satisfied with my suggestion — to work two hours every day after school and all day Saturday.
11. The section on American literature, chapter 10, is our assignment for next week.

12. The chairman inquired "if each of us would be willing to call on the homes in his neighborhood."
13. Every time he spoke, somebody laughed, he was always the clown.
14. To take pride in what one is doing, is a good part of success.
15. We took three ballots, the last one showed that Sewell had been elected.
16. There was a chance that it would be a long trip, so we took considerable extra equipment.
17. There was but one restriction namely, that we should return by 10 : 30.
18. The leader, giving the customary signal turned and made his way directly up the hill.
19. Mr. King, after he had made a list of our names began to give out an assignment.
20. "Are you quite sure?" she said, "that all the facts are correct."

c. Copy the following sentences, supplying what punctuation you consider necessary to make them correct:

1. Have you he inquired made every possible attempt to repair the loss
2. After we had waited what seemed to us hours it was really only twenty minutes the boat made its appearance around the point and nosed into the dock
3. The Rev Mr Barton a professor in Howard Theological Seminary was the principal speaker at the dedication a proud moment for every citizen in the village
4. Although he had waited most of the afternoon for Father who is extremely busy these days all I heard him say was as Dad came up the steps Would you like to subscribe to the Evening Journal
5. A great misfortune Im sure its the greatest misfortune that has ever occurred in the village
6. Im not sure whether youll believe it my dear Jack but Ive been awarded the Proctor Scholarship the greatest honor in the school.
7 Near Deer Isle a picturesque island off the coast of Maine was formed by Mr Roosevelt and Mr Churchill what is

known as the Atlantic Charter one of the most significant documents in American history

8. Nothing having been said to discourage our going ahead we arranged a program which the coach Miss Stevens thought should be presented on Washingtons Birthday a most appropriate day for such a celebration as we had in mind
9. The accident occurred as I recall it although now my memory is somewhat vague about it around eight oclock on the evening of Wednesday March 15
10. Unless we take the four oclock train which is the only one leaving during the afternoon we shall have to walk all the way from Barrows Bridge to the Gifford grove a distance of about seven miles
11. He began in this way Ladies and Gentlemen This occasion one in which I rejoice as much as you gives me opportunity to meet my old friends some of whom I have not seen for many years
12. Theres something strange about this said Newton settling back in the chair and throwing his leg over one of the arms

    There is indeed replied Tompkins who was quite as mystified as his companion But we must go to the bottom of it

    Newton leaned forward staring Tompkins in the face Thats exactly what we shall do he said
13. It was New Years Eve an occasion for annual celebration Within the hall presented an atmosphere of gayety outside everything was dull and cheerless
14. If you are interested in flowers you will find the following books unusually interesting *How to Make a Garden Flowers and Their Habits* which I found exceptionally helpful and *Becoming Acquainted with Wild Flowers*
15. Everybody appearing bewildered Brooks getting out of his chair said Whose turn is it to tend the gate Whos willing to take the tickets
16. Jeff was the most popular boy on the campus ie he had more friends better marks and more engagements than anybody else

17. Mr Stinson looking in one corner of the room and then another finally hurled a question at Gibson who was least expecting it and then sitting back in his chair waited for an answer
18. My old teacher said Mr Ferguson used to say frequently to us boys Take everything with courage and patience I should like to pass the suggestion along to you
19. Knowing very well what he thought about the matter I considered it best to say nothing more so I withdrew as quietly as possible
20. So this is your idea to disband all the smaller clubs and form the whole school into one organization

Group III

a. Write several connected paragraphs in which you try to illustrate as many as you can of the rules for punctuation that are less familiar to you.

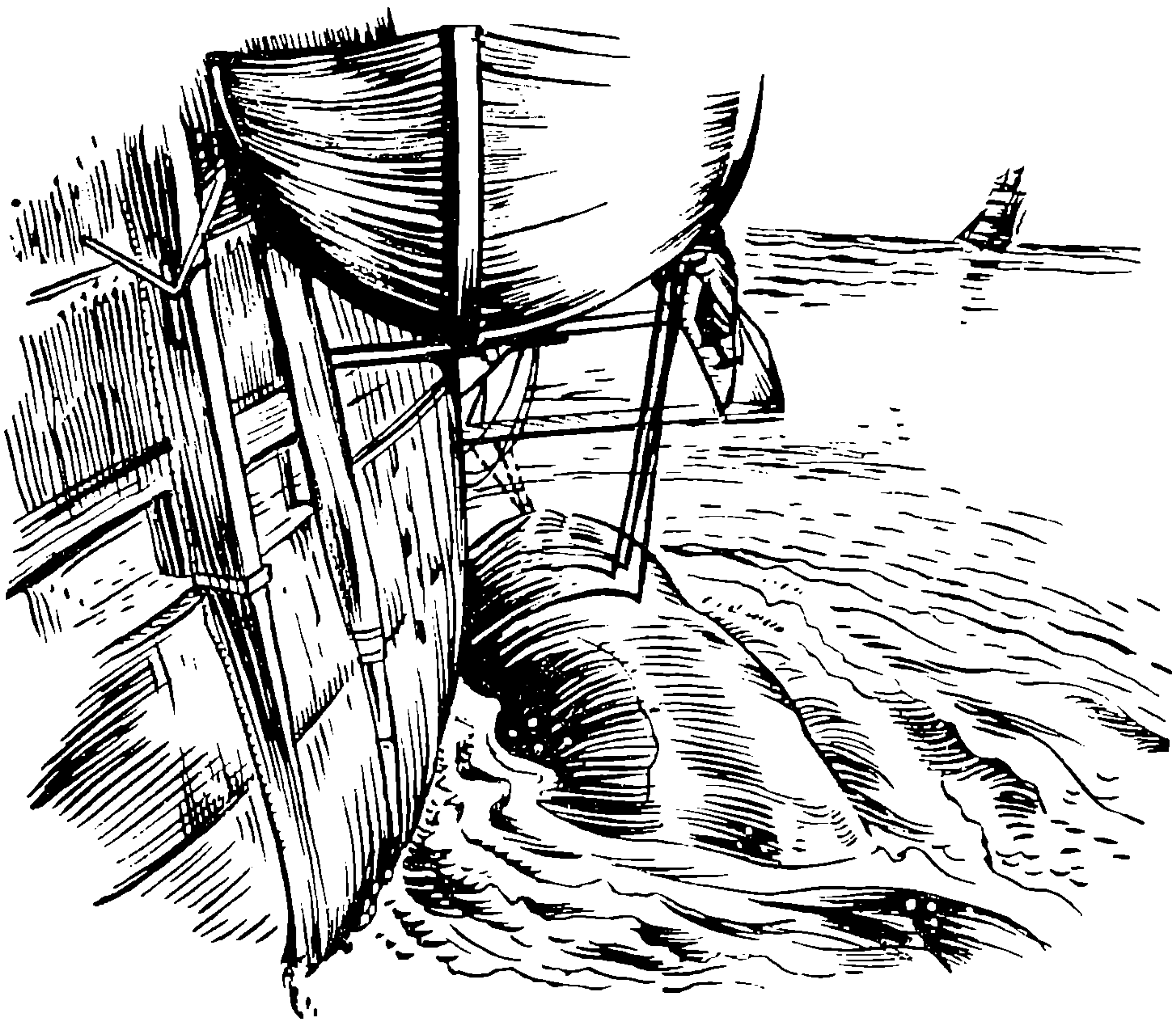
b. The following passages are taken from books of literature. Read them carefully and then copy them, inserting what you think to be the necessary capital letters and marks of punctuation. You are not likely to reproduce them exactly as the authors wrote them, but you should endeavor to make sense out of each passage by applying as many of the rules as you can.

1.

dick was not glad nor sorry he had seen too much of the young duke to set great store on his affection and the origin and growth of his own favor had been too flimsy and too rapid to inspire much confidence one thing alone he feared that the vindictive leader might revoke the offer of the tories but there he did justice neither to gloucesters honor such as it was nor above all to his decision if he had once judged dick to be the right man to pursue sir daniel he was not one to change and he soon proved it by shouting after catesby to be speedy for the paladin was waiting (From *Black Arrow*, by Robert Louis Stevenson)

2.

as good luck would have it they had had a whale alongside a day or two previous and the great tackles were still aloft and the massive curved blubber hook now clean and dry was still attached to the end this was quickly lowered to ahab who at



"THEY HAD A WHALE ALONGSIDE"

once comprehending it all slid his solitary thigh into the curve of the hook it was like sitting in the fluke of an anchor or the crotch of an apple tree and then giving the word himself fast and at the same time also helped to hoist his own weight by pulling hand over hand upon one of the running parts of the tackle soon he was carefully swung inside the high bulwarks and gently landed upon the capstan head with his ivory arm frankly thrust forth in welcome the other captain advanced and ahab putting out his ivory leg and crossing the ivory arm like two swordfish blades cried out in his walrus way aye aye

hearty let us shake bones together an arm and a leg an arm that never can shrink d ye see and a leg that can never run (From *Moby Dick*, by Herman Melville)

3.

one who has the sense of humor well developed can even laugh at himself taking an external but sympathetic view of his own character conduct or circumstances without this sense a man is liable to be deficient in self knowledge who is not familiar with that non humorous solemn person who commits the most selfish or cruel acts from what he conceives to be the holiest motives a man without a sense of humour declares an anonymous writer is occasionally to be respected often to be feared and nearly always to be avoided (From *Essays and Essay-Writing*, Edited by William M. Tanner)

4.

well when the indian said hold out your hand the boy shrank back and shook his head and said he didnt like it the indian thereupon asked him not at all unkindly whether he would like to be sent back to London and left where they had found him sleeping in an empty market basket in a market a hungry ragged and forsaken little boy this it seems ended the difficulty the little chap unwillingly held out his hand upon that the indian took a bottle from his bosom and poured out of it some black stuff like ink into the palm of the boys hand the indian first touching the boys head and making signs over it in the air then said look the boy became quite stiff and stood like a statue looking into the ink in the hollow of his hand (From *The Moonstone*, by Wilkie Collins)

5.

then spake the king my house hath been my doom
but call not thou this traitor of my house
who hath but dwelt beneath one roof with me
my house are rather they who sware my vows
yea even while they brake them own d me king
and well for thee saying in my dark hour

when all the purport of my throne hath fail d
that quick or dead thou holdest me for king
king am i whatsoever be their cry
and one last act of knighthood shalt thou see
yet ere i pass and uttering this the king
made at the man then modred smote his liege
hard on that helm which many a heathen sword
had beaten thin while arthur at one blow
striking the last stroke with excalibur
slew him and all but slain himself he fell

(From *The Passing of Arthur*, by Alfred Tennyson)

V. TESTING INTERPRETATION

When you were tested in oral reading last period, only general problems of tone, accent, and posture were mentioned. The test this period emphasizes the material to be read. It involves first of all tone quality and pronunciation, but more than that it is designed to show you how to change rate and pitch according to the passage you happen to be reading. You wouldn't expect your father to scold you with a smile on his face and a cheery note in his voice. Similarly you wouldn't read

Come and trip it as you go
On the light fantastic toe

as if the lines were part of a scientific explanation of equations in algebra. Yet many people read everything just as if the content were the same in all cases.

A. Objectives

1. To learn where you are weak in interpretation
2. To make a record of your defects
3. To practice with material that will overcome your weaknesses in interpretative reading

Taking the Test You will be asked to read several selections calling for different moods and different rates of speech. It will be necessary in order to read the selections properly to increase the force of your speech and to vary your pitch. First is the matter of understanding what you have to read, for you cannot make clear to someone else what you do not understand yourself. You will discover in this connection that phrasing is important in delivery. Below are the items that your teacher will check in order to determine your degree of excellence in interpretative reading.

Test in Interpretative Reading

*Name*______________________________ *Age*______ *Period*______

I. Voice
   A. Force
   B. Pitch
   C. Rate
II. Delivery
   A. Understanding the content
   B. Capturing the mood
   C. Phrasing
   D. Inflection
   E. Smoothness
   F. Unfoldment
   G. Use of strong and weak forms

Voice The line "Roll on, thou deep and dark blue ocean, roll!", by Lord Byron, demands more force than Shakespeare's lines

Merrily, merrily shall I live now
Under the blossom that hangs on the bough.

Your very body reacts differently to the two quotations. No one would think of saying them in exactly the same manner. In Byron's line the sound of the words demands lower pitch and Shakespeare's verse requires a lighter, higher pitch.

You would not command another to do something in a weak high note. Imagine a sergeant ordering his recruits to halt in high, weak tones!

Thoughtful comments are spoken at a slower rate than lively lines. It is absurd to read "Roll on, thou deep and dark blue ocean, roll!" at a very rapid rate. Yet at times speed in reading is desirable. "I galloped, Dirk galloped, we galloped all three," suggests the rapid pace of a horse and calls for the appropriate speed in reading.

Another warning on the matter of speed — remember that people are slower to comprehend the spoken word than the written word. Therefore, in general, oral reading demands a slower rate than silent reading.

DELIVERY How can you possibly make a selection comprehensible to another without knowing the meaning of it yourself! Suppose you are called upon to read the following sentence: *The beggar who owned not even a sous was more opulent than the fabulously wealthy monarch whose ailment money could not cure.* You may not know what *opulent*, *monarch*, *fabulously*, and *ailment* mean. You may pronounce them correctly but if you do not know the meanings, the sentence will sound very flat to the listener.

After you understand thoroughly what you plan to read, try to capture the mood of the passage in order to transmit it to your listeners. Some lines are sad, others merry, others thoughtful. Your tone of voice, your speed in reading, both help interpret the author's mood. See how, by the slow repetition of the word "Work, work, work, you may suggest the mood of the author and the monotony of the labor.

When you read silently or orally, your eyes span more than one word at a glance. Practice widens the span and results in the natural grouping of words. A student might read the simple sentence, *I went into the house*, by grouping *I went into the* and then adding, almost as an afterthought, *house*. *I went* might, on the other hand, be one phrase and *into the house* the second. Proper grouping, as you can see, means better understanding for both the reader and the listener. Punctuation is often a guide to good phrasing. An understanding of grammar also helps.

Closely allied to phrasing is inflection. Correct inflection emphasizes the right words. If you read the sentence, *Happily we all try to win goals which we frequently fail to attain*, without the use of inflection, it will be a dull, thoughtless recitation of words. Vary your pitch as you utter the syllables. On the printed page the inflections in the sentence might appear something like this:

HaPpil
y we all try to win goals which we frequently fail to attain.

Too much variation is likely to result in affectation. Some people try too hard to emphasize what they say and read, giving it an artificial note. They "Oh" and "Ah" so much that their emotional speech becomes annoying.

Unnecessary emphasis upon the articles *a* and *the* may be a glaring error among beginners. The articles rarely need special force. For example, the meanings of the following sentences differ on the basis of the weak and strong use of *the*. A friend who is advising you to buy a certain pair of gloves may say, "You should buy the brown ones." You may want to match your gray coat, so you are most emphatic in saying, "No. This is *the* one and only pair for me." Your friend has used the weak form of *the*, but you have emphasized the article and used its strong form. Reread the latter sentence giving *the* its weak form. Note the different interpretation your reading gives it.

If inflection and general smoothness in speech are disregarded each word in a sentence may be given equal force. *I — went — for — a — ride — with — Mr. — Barnes* will be read in just that manner. The reader will use the strong forms of *for* and *a* and *with*. It is the way you used to read before you learned to group your words.

It is difficult to understand the meaning of a sentence when each word is given equal strength. Properly read, the sentence above would be, "I went fora ride with Mr. Barnes." Note that you will emphasize *ride* and *Barnes* for they are essential ideas. The wavy line under fora and with shows that you will use the weak forms. *For* and *a* have been written as one word, since you will slide these insignificant words rapidly together.

You have probably heard all kinds of radio commentators. Some of them read their material with tone and inflection that make you feel as if they were speaking to you personally over your cereal at the breakfast table. An intimate friendly tone makes reading less stilted. The listener may forget that the speaker is reading, and that's just what every reader should want him to do.

All these suggestions for good phrasing, proper mood, and nice inflection aim toward forgetting the speaker and understanding the speech. In other words they help to *unfold* the paragraph or passage you read. At the movies or over the radio you have been engrossed in the thoughts poured forth by a Helen Hayes, a Raymond Massey, or a Cornelia Otis Skinner. They have learned to interpret to the full their thoughts and the thoughts of others.

B. Activities

Group I

a. Read the following passages with particular attention to force, speed, and pitch:

1. Tried nature's sweet restorer, balmy sleep!
2. Soft peace she brings; wherever she arrives.
3. Hold them against the enemy while newer forces attack from the rear.
4. Slander's edge is sharper than the sword.
5. When that the poor have cried, Caesar hath wept:
   Ambition should be made of sterner stuff.
6. My heart's in the Highlands, my heart is not here;
   My heart's in the Highlands, a-chasing the deer;
   Chasing the wild deer, and following the roe,
   My heart's in the Highlands wherever I go.

b. Divide the following sentences into groups of words as you might read them to the class:

1. The great actor whose speech affected all who heard him spun about on his heels and left the stage.
2. I remember reading *Alice in Wonderland* when I was but a child of eight.
3. His wife and children followed in another car driven by a friend of the family, Colonel Johnston.
4. The self-same moment I could pray;
   And from my neck so free
   The Albatross fell off, and sank
   Like lead into the sea.

5. William Beebe, although he was born and brought up in Brooklyn, New York, became a student of natural history and an adventurer in science.

c. Read silently the following passages, and after you think you understand them thoroughly, read them aloud to the class in such a way that they will be meaningful:

1.

The daily newspaper is a record of the events which occur on the globe. It tells of human joys and sorrows, the advance of armies, the discovery of new processes, the social and political life about us. With 40,000,000 copies rolling each day from the presses in the United States and Canada, Americans have no excuse for not knowing the life that exists about them. And the news is fresh, too. Teletype, telegraph and radio all serve to get the news to the editors of the world with lightning speed. Not a single great adventure misses the limelight of the daily paper.

2.

Lorna Doone is a novel about a band of robbers who inhabited the Doone country of England hundreds of years ago. It is the story of the robber chief's lovely daughter who fell in love with John Ridd, a neighboring farmer. The exciting record of their adventures is presented in a fabulous tale of long ago. You will surely enjoy reading this story based upon historical truth. John Blackmore, the author, has indeed written a great classic.

3.

All the countries of the world are interdependent. No one nation can survive for long without the help of another. The United States depends upon South America for coffee, and South America depends upon the United States for modern machines. Europe needs our wheat, and we in turn look to her for wool and zinc. Ideally, then, the world of the future will be one large community joined together by economic need and welded as one by human understanding. The goal for world security and order is far away, but when all the peoples of the earth recognize each other's problems and needs, the nearer will we be to the happiness of all.

4.

Well, honour is the subject of my story.
I cannot tell what you and other men
Think of this life; but, for my single self,
I had as lief not be as live to be
In awe of such a thing as I myself.
I was born free as Caesar; so were you:
We both have fed as well, and we can both
Endure the winter's cold as well as he:
For once, upon a raw and gusty day,
The troubled Tiber chafing with her shores,
Caesar said to me "Darest thou, Cassius, now
Leap in with me into this angry flood,
And swim to yonder point?" Upon the word,
Accoutred as I was, I plunged in
And bade him follow; so indeed he did.
The torrent roar'd, and we did buffet it
With lusty sinews, throwing it aside
And stemming it with hearts of controversy;
But ere we could arrive the point proposed,
Caesar cried, "Help me, Cassius, or I sink!"
I, as Aeneas, our great ancestor,
Did from the flames of Troy upon his shoulder
The old Anchises bear, so from the waves of Tiber
Did I the tired Caesar. And this man
Is now become a god, and Cassius is
A wretched creature and must bend his body,
If Caesar carelessly but nod on him.

(From *Julius Caesar*, by William Shakespeare)

5.

It can't be done but here it is. That is the contradictory statement that is common in the United States, one that reveals the spirit of American youth today. People scoffed at the possibility of flying, yet the Wright Brothers flew at Kitty Hawk and with true eloquence virtually said, "Here it is." Robert Fulton who steamed up the Hudson River had the same strength of will and the same foresight. People jeered

when he created the steamboat, and yet he proved to the world the practicability of steam power for boats. Those who attain success frequently accomplish the apparently impossible against great odds.

d. The following selections demand different moods. Read them silently to try to determine the appropriate mood for each.

1. With how sad steps, O Moon, thou climb'st the skies!
2. After all, sir, we must submit to this idea, that the true principle of a republic is that the people should choose whom they please to govern them.
3. Work — work — work!
   From weary clime to clime,
   Work — work — work,
   As prisoners work for crime!
   Band, and gusset, and seam,
   Seam, and gusset, and band,
   Till the heart is sick, and the brain benumbed,
   As well as the weary hand.
4. Boot, saddle, to horse, and away
   Rescue my castle before the hot day
   Brightens to blue from its silvery gray,
   Boot, saddle, to horse, and away!
5. It is almost a definition of a gentleman to say he is one who never inflicts pain.

Group II

a. With special attention to rate, read the following passages:

1.

Great rats, small rats, lean rats, brawny rats,
Brown rats, black rats, gray rats, tawny rats,
Grave old plodders, gay young friskers.

— Robert Browning

2.

Small feet were pattering, wooden shoes clattering,
Little hands clapping, and little tongues chattering;
And, like fowls in a farm-yard where barley is scattering,
Out came the children running.

— Robert Browning

3.

Alone, alone, all, all alone,
Alone on a wide, wide sea.
— Samuel T. Coleridge

4.

Let music swell the breeze,
And ring from all the trees
Sweet Freedom's Song.
— Samuel F. Smith

b. The pitch of each of the following passages should vary considerably from that of the others. Read them as you think they should be read.

1.

Shall we suffer in silence, or shall we rise in revolt?

2.

Whither midst falling dew
While glow the heavens with the last steps of day,
Far through their rosy depths dost thou pursue
Thy solitary way?
— William Cullen Bryant

3.

Judge not, that ye be not judged. For with what judgment ye judge, ye shall be judged: and with what measure ye mete, it shall be measured to you again.
— The Bible

4.

Dim drums throbbing, in the hills half heard.
— Gilbert K. Chesterton

c. Read the following, varying the force as you think necessary for the type of the passage:

1.

"What shall I say, brave Admiral, say,
If we sight naught but seas at dawn?"
"Why, you shall say at break of day,
'Sail on! sail on! sail on! and on!' "
— Joaquin Miller

2.

She left the web, she left the loom,
She made three paces thro' the room,
She saw the water-lily bloom,
She saw the helmet and the plume,
She looked down on Camelot.
— Alfred Tennyson

3.

Neither let us be slandered from our duty by false accusations against us, nor frightened from it by menaces of destruction to the government, nor of dungeons to ourselves. Let us have faith that right makes might, and in that faith let us to the end dare to do our duty as we understand it.

— Abraham Lincoln

4.

Under the greenwood tree,
Who loves to lie with me,
And turn his merry note
Unto the sweet bird's throat —

Come hither, come hither, come hither!
Here shall he see
No enemy
But winter and rough weather.
— William Shakespeare

5.

Lord, thou hast been our dwelling place in all generations.

Before the mountains were brought forth, or ever thou hadst formed the earth and the world, even from everlasting to everlasting, thou art God.

— The Psalms

d. Consider carefully the mood, phrasing, and inflection with which each of the following should be read:

1.

He all the country could outrun,
Could leave both man and horse behind;
And often ere the chase was done,
He reeled and was stone blind.

And still there's something in the world
At which his heart rejoices;
For when the chiming hounds are out,
He dearly loves their voices.
— William Wordsworth

2.

I saw a boy with eager eye
Open a book upon a stall
And read as he'd devour it all;
Which, when the stall-man did espy,
Soon to the boy I heard him call,
"You, sir, you never buy a book,
Therefore in one you shall not look."
The boy passed slowly on, and with a sigh,
He wished he never had been taught to read,
Then of the old churl's books he should have no need.
— Mary Lamb

3.

The splendor falls on castle walls
  And snowy summits old in story:
The long light shakes across the lakes,
  And the wild cataract leaps in glory.
Blow, bugle, blow, set the wild echoes flying,
Blow, bugle; answer, echoes, dying, dying, dying.
— Alfred Tennyson

4.

A dog looking out for its afternoon nap jumped into the manger of an ox and lay there cosily upon the straw. But soon the ox, returning from its afternoon work, came up to the manger and wanted to eat some of the straw. The dog in a rage, being awakened from its slumber, stood up and barked at the ox, and whenever it came near, attempted to bite it. At last the ox had to give up the hope of getting at the straw, and went away muttering:

"Ah, people often grudge others what they cannot enjoy themselves." (From "The Dog in the Manger," in *Aesop's Fables*)

Group III

a. Read silently the following passages until you are sure of the main idea in each. Then read them to your class, trying to convey that idea. Give special attention to phrasing.

1.

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. (From the Declaration of Independence)

2.

It would be thought a hard government that should tax its people one-tenth part of their time, to be employed in its service. But idleness taxes many of us much more, if we reckon all that is spent in absolute sloth, or doing of nothing, with that which is spent in idle employments or amusements, that amount to nothing. Sloth, by bringing on diseases, absolutely shortens life. Sloth, like rust, consumes faster than labor wears; while the used key is always bright, as Poor Richard says. But dost thou love life, then do not squander time; for that's the stuff life is made of, as Poor Richard says. (From *The Autobiography of Benjamin Franklin*)

3.

I do not know but it is too much to read one newspaper a week. I have tried it recently, and for so long it seems to me that I have not dwelt in my native region. The sun, the clouds, the snow, the trees say not so much to me. You cannot serve two masters. It requires more than a day's devotion to know and to possess the wealth of a day.

— Henry David Thoreau

4.

Yet, haply in the lull of life,
Some Truce of God which breaks its strife,
The worldling's eyes shall gather dew,
  Dreaming in throngful city ways
Of winter joys his boyhood knew;
And dear and early friends — the few
Who yet remain — shall pause to view
  These Flemish pictures of old days;
Sit with me by the homestead hearth,
And stretch the hands of memory forth
  To warm them at the wood-fire's blaze!
And thanks untraced to lips unknown
Shall greet me like the odors blown
From unseen meadows newly mown,

Or lilies floating in some pond,
Wood-fringed, the wayside gaze beyond;
The traveler owns the grateful sense
Of sweetness near, he knows not whence,
And, pausing, takes with forehead bare
The benediction of the air.

(From "Snow-Bound," by John Greenleaf Whittier)

5.

NO LABOR-SAVING MACHINE

No labor-saving machine,
Nor discovery have I made,
Nor will I be able to leave behind me any wealthy bequest to
found a hospital or library,
Nor reminiscence of any deed of courage for America,
Nor literary success nor intellect, nor book for the book-shelf,
But a few carols vibrating through the air I leave,
For comrades and lovers.

— Walt Whitman

6.

REVELATION

We make ourselves a place apart
Behind light words that tease and flout.
But oh, the agitated heart
Till someone find us really out.

'Tis pity if the case require
(Or so we say) that in the end
We speak the literal to inspire
The understanding of a friend.

But so with all, from babes that play
At hide-and-seek to God afar,
So all who hide too well away
Must speak and tell us where they are.

— Robert Frost

b. Read aloud the following passages, attempting in each case to capture the mood that you think the author intended to convey. Consider carefully pitch, rate, force, and inflection.

1.

To him who in the love of Nature holds
Communion with her visible forms, she speaks
A various language; for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty, and she glides
Into his darker musings, with a mild
And healing sympathy, that steals away
Their sharpness, ere he is aware. When thoughts
Of the last bitter hour come like a blight
Over thy spirit, and images
Of the stern agony, and shroud, and pall,
And breathless darkness, and the narrow house
Make thee to shudder, and grow sick at heart; —
Go forth, under the open sky, and list
To Nature's teachings.
(From "Thanatopsis," by William Cullen Bryant)

2.

Fair flower, that dost so comely grow,
Hid in this silent, dull retreat,
Untouched thy honied blossoms blow,
Unseen thy little branches greet:
No roving foot shall crush thee here,
No busy hand provoke a tear.

But Nature's self in white arrayed,
She bade thee shun the vulgar eye,
And planted here the guardian shade,
And sent soft waters murmuring by;
Thus quietly thy summer goes,
Thy days declining to repose.
(From "The Wild Honey Suckle," by Philip Freneau)

3.

THE APOLOGY

Think me not unkind and rude
  That I walk alone in grove and glen;
I go to the god of the wood
  To fetch his word to men.

Tax not my sloth that I
  Fold my arms beside the brook;
Each cloud that floated in the sky
  Writes a letter in my book.

Chide me not, laborious band,
  For the idle flowers I brought;
Every aster in my hand
  Goes home loaded with a thought.

There was never mystery
  But 'tis figured in the flowers;
Was never secret history
  But birds tell it in the bowers.

One harvest from thy field
  Homeward brought the oxen strong;
A second crop thine acres yield,
  Which I gather in a song.

— Ralph Waldo Emerson

4.

THE HEIGHT OF THE RIDICULOUS

I wrote some lines once on a time
  In wondrous merry mood,
And thought, as usual, men would say
  They were exceeding good.

They were so queer, so very queer,
  I laughed as I would die;
Albeit, in the general way,
  A sober man am I.

"HE READ THE NEXT; THE GRIN GREW BROAD"

I called my servant, and he came;
  How kind it was of him
To mind a slender man like me,
  He of the mighty limb!

"These to the printer," I exclaimed,
  And in my humorous way,
I added (as a trifling jest),
  "There'll be the devil to pay."

He took the paper, and I watched,
  And saw him peep within;
At the first line he read, his face
  Was all upon a grin.

He read the next; the grin grew broad,
  And shot from ear to ear;
He read the third; a chuckling noise
  I now began to hear.

The fourth; he broke into a roar;
  The fifth; his waistband split;
The sixth; he burst five buttons off,
  And tumbled in a fit.

Ten days and nights, with sleepless eye,
  I watched that wretched man,
And since, I never dare to write
  As funny as I can.

— Oliver Wendell Holmes

5.

THE BLIND BOY

O say what is that thing call'd Light,
  Which I must ne'er enjoy;
What are the blessings of the sight,
  O tell your poor blind boy!

You talk of wondrous things you see,
  You say the sun shines bright;
I feel him warm, but how can he
  Or make it day or night?

My day or night myself I make
  Whene'er I sleep or play;
And could I ever keep awake
  With me 'twere always day.

With heavy sighs I often hear
  You mourn my hapless woe;
But sure with patience I can bear
  A loss I ne'er can know.

Then let not what I can not have
  My cheer of mind destroy:
Whilst thus I sing, I am a king,
  Although a poor blind boy.

— Colley Cibber

6.

"Self-determination" is not a mere phrase. It is an imperative principle of action, which statesmen will henceforth ignore at their peril. We cannot have general peace for the asking, nor by the arrangements of a peace conference. It cannot be pieced together out of individual understandings between powerful states. All the parties to this war must join in the settlement of every issue anywhere involved in it, because what we are seeking is peace that we can all unite to guarantee and maintain, and every item of it must be submitted to the common judgment whether it be right and fair, an act of justice, rather than a bargain between sovereigns. (From Woodrow Wilson's Address to Congress, February 11, 1918)

THIRD PERIOD

(*Six Weeks*)

I. GRAMMAR

Verbs

THE SHORTEST unit of expression in the English language is the sentence. A sentence is the statement of an idea, and that statement is directly dependent upon the verb. Without the verb there can be no sentence. It is the word which affirms or asserts or predicates; and unless something is affirmed, or asserted, or predicated, no idea is expressed. A sentence can no more say anything without a verb than a train can go without an engine. It is the driving force.

You should know all there is to know about verbs. With a thorough knowledge of them you can escape the error of thinking that you have created a sentence when you have not. By handling them skillfully you can express your thoughts accurately and effectively. Your speaking and writing are no better than your information about verbs.

A. Objectives

1. To review the classification, properties, and conjugation of verbs
2. To gain skill in the use of verbs
3. To become more familiar with the verbals (infinitives, participles, and gerunds) and to practice the use of them in both speaking and writing

VERBS AND THEIR USE Verbs not only express ideas, they may express different shades of ideas. They give life and variety

to language, and therefore effective speech depends upon careful selection of them.

Verbs have qualities which enable them to do certain things. These qualities are called *properties.* The arrangement of a verb showing all its properties is called *conjugation.* By mastering the properties and classification of verbs you may become expert in their use.

1. Kinds of Verbs. Verbs are classified both according to their form and according to their use.

a. Regular Verbs. Regular, or *weak*, verbs are those that form their past tense and past participle by adding *d*, *ed*, or *t* to the present.

Present	*Past*	*Past Participle*
dwell	dwelt	dwelt
save	saved	saved
talk	talked	talked
tame	tamed	tamed
yearn	yearned	yearned

b. Irregular Verbs. Irregular, or *strong*, verbs are those that form their past tense and past participle in some irregular way, generally by changing the vowel or by changing the word.

Present	*Past*	*Past Participle*
am	was	been
choose	chose	chosen
fly	flew	flown
grow	grew	grown
sing	sang	sung

c. Transitive Verbs. Transitive verbs are those with which a receiver of action is named. They may be active or passive.

(1) *Transitive Active Verbs.* A transitive active verb is one whose subject acts. The word which completes the verb and names the receiver of the action is called the *direct object.*

Harry *builds* models.
Cora *collects* china.
The postman *brought* a letter.

(2) *Transitive Passive Verbs.* A transitive passive verb is one whose subject is acted upon.

> Congressmen *are elected* by the people.
> The money *was deposited* in the bank.
> Philip *is being praised* highly.

d. Intransitive Verbs. Intransitive verbs are those that do not represent action as passing over to a receiver. They may require words to complete their meaning or they may be complete in themselves.

(1) *Linking Verbs.* Linking, or *copulative*, verbs join the subject and a substantive or an adjective referring to the subject.

> The White boys *are* my *cousins.*
> Edward *appeared* very *careless.*
> Ann *seemed troubled* about something.
> Mother *became concerned* about us.

(2) *Complete Verbs.* Complete verbs are followed neither by direct objects nor by predicate nouns or adjectives. They may be followed by adverbial modifiers, but the verbs are complete without the modifiers.

> In a few minutes the rain *began.*
> A huge crowd *gathered*, and traffic *stopped.*
> Father *managed* very well without assistance.
> The stranger *appeared* suddenly among us.

e. Transitive or Intransitive Verbs. Some verbs are either transitive or intransitive, depending upon their use in the sentence.

> I *failed* the last *examination.* (Transitive)
> He *failed* in every attempt. (Intransitive)
> Mr. Bennett *walks* a *mile* each morning. (Transitive)
> George's dog *walks* with a limp. (Intransitive)

2. Properties of Verbs

a. Tense. Tense is the property of a verb which indicates the time of the action. There are six tenses, divided into simple and compound.

(1) *Simple Tenses*

(*a*) *Present Tense.* The present tense indicates action in the present time. There are three forms of the present tense:

SIMPLE

I *read* history.

PROGRESSIVE

I *am reading* history.

EMPHATIC

I *do read* history.

In addition to expressing action in the present time, the present tense is used for a few other purposes:

i. To express future time vividly

Our holidays *begin* next Friday.

ii. To represent past action dramatically, in which case it is called the *historical present*

Lincoln arrives secretly by night in Washington for his inauguration.

iii. To express things that are true for all time

Time *heals* all wounds.

iv. To express customary action

Heavy winds *bring* high tides.

(*b*) *Past Tense.* The past tense indicates action in the past time. There are three forms of the past tense:

SIMPLE

I *closed* the door.

PROGRESSIVE

I *was closing* the door.

EMPHATIC

I *did close* the door.

(*c*) *Future Tense.* Future tense indicates that action will take place in some future time. It is formed by combining *shall* or *will* with the principal verb. To express futurity, *shall* is used in the first person and *will* in the second and third. To express determination, *will* is used in the first person and *shall* in the second and third. The forms of the future tense are as follows:

FUTURITY

SIMPLE

I *shall* read.
You *will* read.
He *will* read.

PROGRESSIVE

I *shall be* reading.
You *will be* reading.
He *will be* reading.

DETERMINATION

I *will* read.
You *shall* read.
He *shall* read.

In questions, *shall* is always used in the first person. In the second and third persons the form is used that is expected in the answer.

FUTURITY

Question	*Answer*
Shall I read?	——
Shall you read?	I *shall* read.
Will he read?	He *will* read.

DETERMINATION

——	I *will* read.
Will you read?	I *will* read.
Shall he read?	He *shall* read.

Should and *would* are used in the same way as *shall* and *will.*

(2) *Compound Tenses*

(*a*) *Present Perfect Tense.* The present perfect tense indicates that the action has been completed at the time of speaking.

SIMPLE

I *have read.*

PROGRESSIVE

I *have been reading.*

(*b*) *Past Perfect Tense.* The past perfect tense indicates that action was completed at some definite time in the past.

SIMPLE

I *had read.*

PROGRESSIVE

I *had been reading.*

(*c*) *Future Perfect Tense.* The future perfect tense indicates that action will be completed at some definite time in the future.

I *shall have read.*

(3) *Sequence of Tenses.* Whenever a past or past perfect tense is used in the independent clause of a complex sentence, one of these tenses should be used in the dependent clause.

I *thought* that he *read* the book.
I *had thought* that he *had read* the book.
I *thought* that he *had read* the book.
I *had thought* that he *read* the book.

(4) *Direct and Indirect Discourse.* When a direct question is changed into indirect discourse, the tense of the verb is changed.

He replied, "I will meet you tomorrow afternoon." (Direct)
He replied that he would meet me tomorrow afternoon. (Indirect)

(5) *Auxiliary Verbs. Auxiliary verbs* are those which help other verbs to express action or state of being. The auxiliary verbs are the following:

Present	*Past*	*Past Participle*
am, be	was	been
can	could	———
do	did	done
have	had	———
may	might	———
must	———	———
shall	should	———
will	would	———

The verb *be* is used to form the passive voice, *do* to form the emphatic tenses, and *have* to form the perfect tenses.

b. Voice. Voice is the property of transitive verbs that indicates whether the subject is the *actor* or *receiver of action.* There are two voices, *active* and *passive.*

(1) *Active Voice.* A verb is in the active voice when it represents the subject as acting.

The police *cleared* the *streets.*

(2) *Passive Voice.* A verb is in the passive voice when it represents the subject as the receiver of the action.

The *streets were cleared* by the police.

The passive voice is used when it is desired to place emphasis on the subject. It serves also to eliminate the meaningless *they* from such sentences as, *They have made plans for building a new school.* A preferable form would be that of the passive voice, *Plans for building a new school have been made.*

c. Number. A verb must agree with its subject in number.

(1) A verb having two or more subjects connected by *and* should agree with them, and hence should be plural.

Broad reading and *serious thinking* are the fundamentals for a rich life.

If, however, the subjects are different names for the same thing, or are used together to represent a whole, the verb should be singular.

The president and chairman of the board of directors was chosen for two years.

(2) A verb having two or more singular subjects connected by *or* or *nor* must agree with them, taking the singular form. If one of the subjects connected by *or* or *nor* is singular and one is plural, the verb agrees with the nearer.

Neither the *son nor the daughter resembles* the father.
Either *John or his friends* are at fault.

(3) A collective noun requires a verb in the plural when the individuals in the collection are thought of; but when the collection as a whole is thought of, the verb should be singular.

The crew *were arrayed* in new uniforms.
The crew *was doing* its utmost to prevent disaster.

(4) A singular subject modified by a phrase should take a singular verb.

A deer with several fauns was making its way across the open field.

(5) A subject modified by *each* or *every* should take a singular verb.

Each stone in the walls was carefully placed.

(6) The following pronouns when used as subjects should take singular verbs: *each*, *everyone*, *everybody*, *anyone*, *anybody*, *someone*, *somebody*, *either*, *neither*.

(7) Words that are plural in form but singular in meaning should take singular verbs.

Two weeks was all the time we could spend.

(8) When a verb has two subjects connected by *or* or *nor* and differing in number, the plural form should be placed nearer the verb.

Neither the coach nor the players were invited to the dinner.

(9) A compound subject introduced by *many a* requires a singular verb.

Many a man and woman recalls pleasantly childhood experiences.

d. Person. A verb must agree with its subject in person.

He doesn't understand what you mean.
It is I *who am* to make the decision.

When the verb has two subjects differing in person, it agrees with the one nearer to it.

Neither she nor I am to be held responsible.

e. Mode. Mode is the property of verbs which indicates the manner in which the idea of the verb is expressed.

(1) *Indicative Mode.* A verb in the indicative mode states a fact or asks a question.

The event took place last week.
When shall you return?
What a sad thing it was!

(2) *Subjunctive Mode.* A verb in the subjunctive mode expresses a wish, fear, doubt, or a condition contrary to a condition already existing. It is introduced by such words as the following: *if*, *though*, *although*, *except*, *whether*, *that*, *unless*, *until*, *may*, or *would*. The subjunctive mode uses *be* for *am* and *were* for *was*.

I doubt whether we should go now.
If I were you, I should think it over.
Would that things were different.
If I be lucky, I may win.

Observe the difference in mode in the following sentences:

If it were later in the season, we could plan more accurately. (The condition in the subordinate clause is thought to be contrary to fact; therefore, the verb is in the subjunctive mode.)

If it was an error, nothing more should be said about it. (The condition in the subordinate clause is considered as true; therefore, the verb is in the indicative mode.)

(3) *Imperative Mode.* A verb in the imperative mode expresses a command or a request. It is used only in the second person, and the subject is usually *you* understood. The singular and plural forms are the same.

Hasten!
Try to be on time.
Always read thoughtfully.

VERBALS There are three forms of the verb which are known as *verbals:* the *infinitive*, the *participle*, and the *gerund.* They differ from the regular form of the verb in that they may be used as other parts of speech. However, they always retain the verb element; thus they may be followed by complements or modified by adverbs. Verbals are expressed in both active and passive voices and in both present and perfect tenses.

1. *Infinitives.* Infinitives are usually introduced by *to*, which is called the *sign of the infinitive.*

We plan *to go* early.

The sign of the infinitive is omitted after such verbs as *bid, make, need, hear, let, see, feel,* and *dare.*

Please *let* me *see* it.
How do you *dare say* that?

Whenever an infinitive has a subject, it is in the objective case.

I thought it to be her. (*It* is the subject of the infinitive *to be*, and is in the objective case. The pronoun *her* must therefore be in the

objective case, since the verb *to be* takes the same case after as before.)

If the infinitive has no subject, then the predicate pronoun is in the nominative case.

I should be sorry to be *she*.

The infinitive has three uses: as a *noun*, as an *adjective*, and as an *adverb*.

a. The Infinitive as a Noun

To make a good record was his ambition. (*To make* is the subject of the verb *was*. Observe that it still has the force of the verb, since it has an object, *record*.)

To see is to believe. (*To believe* is used as a predicate noun following the verb *is*.)

Ross expected to accompany us. (*To accompany* is the object of the verb *expected* and itself takes the object *us*.)

b. The Infinitive as an Adjective

We have books to read and papers to write. (*To read* and *to write* are used as adjectives modifying *books* and *papers* respectively.)

c. The Infinitive Used as an Adverb

He came to help us mark out the field. (*To help* is an adverb modifying the verb *came*. It takes *us* for its object and is itself modified by the infinitive [*to*] *mark*.)

2. *Participles*. Participles are used as adjectives, but, being also verbs, they may take complements or modifiers. Participles may be either present or perfect.

a. Participles Modifying the Subject

Seeing the accident, I ran for help. (*Seeing* is a participle modifying *I*. Having the nature of a verb, it also takes the object, *accident*.)

The seats *reserved* on the aisle are for us.

Not *having been informed*, we arrived late.

"SEEING THE ACCIDENT, I RAN FOR HELP"

b. Participles Modifying the Object of a Verb or of a Preposition

I received a letter *written* by my uncle in Mexico.
The road leads to a hut *built* by a hermit.

c. Participles Used in Independent Construction

Nobody *objecting*, the plan was adopted.
No news *having arrived*, we spent an anxious day.

3. *Gerunds.* The gerund is a form of the verb, usually ending in *ing*, which is always used as a noun. It may retain the force of the verb by taking either a complement or a modifier.

a. The Gerund as the Subject

Seeing something new every day made our trip exciting. (Observe that although *seeing* is a gerund used as the subject of the verb *made*, it acts the part of a verb by taking the object, *something*.)

b. The Gerund as the Direct Object

We especially enjoyed *seeing* Washington.

c. The Gerund as the Object of a Preposition

I dreamed about *seeing* strange sights.

d. The Gerund Used as a Predicate Nominative

My greatest delight was *seeing* the Indian pueblos.

A noun or pronoun used before a gerund should be in the possessive case.

Your coming is a blessing.
We appreciated *their giving* so generously.
I read about *his succeeding.*
Our school was grateful for *Mr. Harris's presenting* the scholarship.

CONJUGATION OF VERBS *To conjugate* means *to join together.* Hence the conjugation of a verb is the assembling of all its forms in a regular arrangement. Since such an arrangement is frequently convenient for reference, you are given here the complete conjugation of the irregular, intransitive verb *to be* and the irregular, transitive verb *to strike.*

1. CONJUGATION OF THE VERB *TO BE*

Principal parts: present, *am*, *be;* past, *was;* past participle, *been.*

INDICATIVE MODE

Present Tense

	Singular	*Plural*
First Person	I am	We are
Second Person	You are	You are
Third Person	He, she, it is	They are

Past Tense

First Person	I was	We were
Second Person	You were	You were
Third Person	He was	They were

Future Tense

	Singular	*Plural*
First Person	I shall be	We shall be
Second Person	You will be	You will be
Third Person	He will be	They will be

Present Perfect Tense

First Person	I have been	We have been
Second Person	You have been	You have been
Third Person	He has been	They have been

Past Perfect Tense

First Person	I had been	We had been
Second Person	You had been	You had been
Third Person	He had been	They had been

Future Perfect Tense

First Person	I shall have been	We shall have been
Second Person	You will have been	You will have been
Third Person	He will have been	They will have been

SUBJUNCTIVE MODE

Present Tense

First Person	If I be	If we be
Second Person	If you be	If you be
Third Person	If he be	If they be

Past Tense

First Person	If I were	If we were
Second Person	If you were	If you were
Third Person	If he were	If they were

Present Perfect Tense

First Person	If I have been	If we have been
Second Person	If you have been	If you have been
Third Person	If he have been	If they have been

Past Perfect Tense

First Person	If I had been	If we had been
Second Person	If you had been	If you had been
Third Person	If he had been	If they had been

IMPERATIVE MODE

Singular and Plural: (You) be

Infinitives

Present: to be
Perfect: to have been

Participles

Present: being
Perfect: having been

Gerund

being

2. CONJUGATION OF THE VERB *TO STRIKE*

Principal parts: present, *strike;* past, *struck;* past participle, *struck.*

ACTIVE VOICE

INDICATIVE MODE

Present Tense

	Singular	*Plural*
First Person	I strike	We strike
Second Person	You strike	You strike
Third Person	He strikes	They strike

Past Tense

First Person	I struck	We struck
Second Person	You struck	You struck
Third Person	He struck	They struck

Future Tense

First Person	I shall strike	We shall strike
Second Person	You will strike	You will strike
Third Person	He will strike	They will strike

Present Perfect Tense

First Person	I have struck	We have struck
Second Person	You have struck	You have struck
Third Person	He has struck	They have struck

Past Perfect Tense

	Singular	*Plural*
First Person	I had struck	We had struck
Second Person	You had struck	You had struck
Third Person	He had struck	They had struck

Future Perfect Tense

First Person	I shall have struck	We shall have struck
Second Person	You will have struck	You will have struck
Third Person	He will have struck	They will have struck

SUBJUNCTIVE MODE

Present Tense

First Person	If I strike	If we strike
Second Person	If you strike	If you strike
Third Person	If he strike	If they strike

Past Tense

First Person	If I struck	If we struck
Second Person	If you struck	If you struck
Third Person	If he struck	If they struck

Present Perfect Tense

First Person	If I have struck	If we have struck
Second Person	If you have struck	If you have struck
Third Person	If he have struck	If they have struck

Past Perfect Tense

First Person	If I had struck	If we had struck
Second Person	If you had struck	If you had struck
Third Person	If he had struck	If they had struck

IMPERATIVE MODE

Present Tense

Singular and Plural: (You) strike

Infinitives

Present: to strike
Perfect: to have struck

Participles

Present: striking
Past: struck
Perfect: having struck

Gerund

striking

PASSIVE VOICE

INDICATIVE MODE

Present Tense

	Singular	*Plural*
First Person	I am struck	We are struck
Second Person	You are struck	You are struck
Third Person	He is struck	They are struck

Past Tense

First Person	I was struck	We were struck
Second Person	You were struck	You were struck
Third Person	He was struck	They were struck

Future Tense

First Person	I shall be struck	We shall be struck
Second Person	You will be struck	You will be struck
Third Person	He will be struck	They will be struck

Present Perfect Tense

First Person	I have been struck	We have been struck
Second Person	You have been struck	You have been struck
Third Person	He has been struck	They have been struck

Past Perfect Tense

First Person	I had been struck	We had been struck
Second Person	You had been struck	You had been struck
Third Person	He had been struck	They had been struck

Future Perfect Tense

First Person	I shall have been struck	We shall have been struck
Second Person	You will have been struck	You will have been struck
Third Person	He will have been struck	They will have been struck

SUBJUNCTIVE MODE

Present Tense

	Singular	*Plural*
First Person	If I be struck	If we be struck
Second Person	If you be struck	If you be struck
Third Person	If he be struck	If they be struck

Past Tense

First Person	If I were struck	If we were struck
Second Person	If you were struck	If you were struck
Third Person	If he were struck	If they were struck

Present Perfect Tense

First Person	If I have been struck	If we have been struck
Second Person	If you have been struck	If you have been struck
Third Person	If he have been struck	If they have been struck

Past Perfect Tense

First Person	If I had been struck	If we had been struck
Second Person	If you had been struck	If you had been struck
Third Person	If he had been struck	If they had been struck

IMPERATIVE MODE

Present Tense

Singular and Plural: Be (you) struck.

Infinitives

Present: to be struck
Perfect: to have been struck

Participles

Present: being struck
Past: struck
Perfect: having been struck

Gerund

Being struck

B. Activities

Group I

a. Write on your paper in completed form any of the following that require verbs to make sentences:

1. With renewed energy he attacked the situation again.
2. Who, as everybody knew, were the same people that made the offer before.
3. Her reading, which was smooth and expressive, but which was, however, too rapid to be readily understood.
4. Just at that moment, Jack, on whom were everybody's eyes, made a dash down the field.
5. The time for doing the job, which was one of the most important activities of the day and which each wanted the honor of performing.
6. "Very well," he replied; but that was the last we saw of him.
7. Just at sunset, the clouds, which had been gathering all the afternoon.
8. The paths, winding through the woods and almost concealed by the crisp autumn leaves.
9. Mr. Griffith, turning quickly toward us and looking at us sharply from beneath his shaggy eyebrows.
10. Then we watched him, as he grasped his cane and wandered down the road muttering something that sounded like, "Rascals, Rascals."

b. Rewrite the following sentences, putting the verbs in the passive voice. Observe in each case how the effect of the sentence is changed.

1. The Wright brothers made the first successful airplanes.
2. The principal has called a special assembly for today.
3. A well-known architect drew the plans for the building.
4. The necessity of attending to some details delayed our departure.
5. Mr. Crawford's cattle took more prizes at the fair than anybody else's.
6. Everybody in the class delivered a speech, but Tucker received the greatest praise.

7. They arranged a schedule that was satisfactory to every school in the league.
8. The program stated: "The students wrote and produced the play themselves.
9. They have built a new road all the way from the mountain to the pond, and they call it Baxter Highway.
10. People learn foreign customs and manners best by traveling abroad.

c. Write sentences using each of the following verbs, first as transitive verbs and then as intransitive verbs:

1. begin	6. play
2. collect	7. strike
3. drive	8. swim
4. give	9. teach
5. leave	10. walk

d. Copy the following sentences, correcting the wrong verb forms in each:

1. I will be sixteen on my next birthday.
2. As I came down to the shore, I seen a canoe coming across the lake.
3. It appeared as though some animals had laid under the tree where we were setting down for our lunch.
4. My parents have planned that I would go to college.
5. Will you be at the game this afternoon?
6. Mr. Leonard said that he isn't feeling well and that he is going to lay down for a while.
7. Because the pond had froze, we thought there is no danger in going skating.
8. I intended to have finished my work before the time is up.
9. The trail led to an old hut setting by the brook where leavings of picnickers were laying all around.
10. It seems to me these things are laying around long enough; though I been intending to take care of them.

e. Rewrite the sentences below, selecting the correct form of the verb from the parentheses. Explain the reason for your choice.

1. Joan's thoughtfulness and good nature (make, makes) her attractive to everybody.

2. The vice president and manager (are, is) elected to the position for two years.
3. Neither the day nor the hour (was, were) satisfactory to anybody.
4. The crew (seem, seems) larger than it was last year.
5. A woman with several children (live, lives) in that small cottage.
6. Each one of the members (thinks, think) his opinion is the best.
7. We placed both chairs on the stage, but neither (seems, seem) to look just right.
8. Three months (appears, appear) to me a short time to study the subject thoroughly.
9. Neither the salesmen nor the manager (know, knows) the price.
10. Many a day (have, has) gone by since that event occurred.

f. Pick out the verbals in the following sentences and explain the use of each:

1. My assignment was to guard the gate.
2. Hurrying up the stairs, Nancy vanished through the open door.
3. I have about fifty pages to read.
4. Our agreeing on anything was most unusual.
5. I was not sure of his arriving on time.
6. We went to see what had happened, but we found many things to do.
7. Joyce has not learned to make the best use of her time.
8. I have just heard of a story telling about the life of the lumberjacks.
9. Do you mind my referring to the incident?
10. Having reached the station early, we took a walk before the train arrived.

g. The italicized verbs in the following sentences are in the subjunctive mode. Explain the reason in each case.

1. Would I *were* a year older than I am.
2. If the occasion *were* more important, we should be making greater preparation.
3. If he *were* competent, we should be willing to hire him.

4. He acts as though he *were* master of the situation.
5. *Were* I he, I should be more concerned about the situation.
6. Take no chances, lest he *be* deceiving you.
7. Although it *be* early, we may as well get ready.
8. How I wish she *were* willing to make the sacrifice.
9. If he *were* more considerate, we should have greater faith in him.
10. If you *were going* earlier in the morning, I should be glad to accompany you.

h. Copy the following sentences, inserting the form of the verb indicated in the parentheses:

1. We (past of *try*) to find them, but they (past perfect of *go*).
2. When I (past perfect of *get*) home, I discovered that he (past perfect of *give*) me the wrong package.
3. My brother (present perfect of *is*) in college as long as I (present perfect of *is*) in high school.
4. Frank (past of *lead*) the party when they (past perfect of *decide*) where they (past of *want*) to go.
5. The dog (past of *spring*) into the bushes before we (past of *know*) what was going on.
6. The artist (past of *draw*) queer lines on his canvas, and when he (past perfect of *finish*), everybody (past of *laugh*).
7. When I (past perfect of *complete*) my writing, I did a few errands which I (past perfect of *forget*) to do earlier.
8. Have you ever (past participle of *swim*) in salt water?
9. Has James (past participle of *take*) his examinations, or is he still (present participle of *study*) for them?
10. The paper states that he (present perfect of *break*) the record.

Group II

a. Select ten of the following irregular verbs and put them into sentences illustrating all of the perfect tense forms:

Present	*Past*	*Past Participle*
1. arise	arose	arisen
2. break	broke	broken
3. creep	crept	crept
4. fight	fought	fought

Present	*Past*	*Past Participle*
5. forget	forgot	forgotten
6. go	went	gone
7. hide	hid	hidden
8. lead	led	led
9. read	read	read
10. seek	sought	sought
11. sit	sat	sat
12. slide	slid	slid or slidden
13. speed	sped	sped
14. stick	stuck	stuck
15. swing	swung	swung

b. Explain the use of the mode in each of the following sentences:

1. When you receive the letter, we shall have reached our destination.
2. My father frequently says, "Take things cheerfully as they come."
3. I wish you were in a position to give a little help in what we are doing.
4. Let me hear from you when you have made up your mind.
5. Were I called upon to make a speech, I should be completely overcome.

6. Did she tell you how greatly she feared we were making an error?
7. Tell me whether you think you have any reason to be unhappy.
8. Go over your papers carefully, and please remember to write your names clearly on them.
9. If you follow the trail closely, you will have no difficulty; but beware about taking any side trips.
10. Don't you consider that it is worth the effort?

c. Identify the tense of each verb in the sentences below and give the reason for its use:

1. He gave me the impression that he would return shortly.
2. When you have finished what you are doing, would you mind helping me for a minute?
3. Since all the facts had been collected, there seemed to be no reason why we should not proceed.
4. Mr. Ralston said that he would be interested to speak with any of the boys.
5. I recalled the incident, because it had affected me so much when it occurred.
6. The program will have begun before we arrive.
7. He should have accepted the position when he had the opportunity.
8. Our material will have been used up before we have finished the work.
9. Don't forget to write your report when you have finished reading the book.
10. By going early we shall avoid the traffic that would annoy us later in the day.

d. Write the principal parts of the verbs below and then copy the sentences under each, filling in the blanks with correct forms of the verb:

1. *To lie*

   (*a*) Let the book ____ where it is.
   (*b*) I watched the dog as he ____ under the tree.
   (*c*) Mother ____ ____ down, and I don't wish to disturb her.
   (*d*) That package ____ ____ on the table all the afternoon.
   (*e*) ____ down after lunch is a good practice.

2. *To lay*
   (*a*) Father ____ down the law to us.
   (*b*) We ____ our plans, but everything had to be changed.
   (*c*) ____ ____ his bundle on the ground, the old gentleman sat down under the tree.
   (*d*) The contractors ____ ____ ____ a new road along the foot of the mountain.
   (*e*) The mason ____ more bricks than his assistant ____ ____.
3. *To sit*
   (*a*) ____ around all day was stupid business.
   (*b*) We were forced ____ ____ in rather undesirable seats.
   (*c*) By twelve o'clock I ____ ____ ____ ____ here for an hour.
   (*d*) Helen ____ ____ there so long, we wondered if anything were the matter.
   (*e*) ____ you ____ ____ there all the time?
4. *To set*
   (*a*) Will you please ____ the clock at the correct hour?
   (*b*) Did you ____ out all the plants you had?
   (*c*) ____ ____ the date, we found it difficult to change it.
   (*d*) The gardener ____ ____ ____ stones along the edge of the path.
   (*e*) Would you mind ____ the parcels on the bench?
5. *To rise*
   (*a*) The moon ____ ____ an hour earlier than we thought.
   (*b*) The speaker ____ from his chair just as the clock struck.
   (*c*) The sun, ____ ____ in a cloud, broke forth in scorching heat.
   (*d*) I ____ ____ at six every morning this week.
   (*e*) The class was asked ____ ____ after everybody else ____ ____.
6. *To raise*
   (*a*) After the chairman ____ ____ the question, we had a long discussion.
   (*b*) By the end of the season the farmer ____ ____ ____ fifty bushels of beans.
   (*c*) ____ ____ his hat, Mr. Oliver bowed very politely.

(*d*) The children ____ ____ ____ a great noise all the afternoon.
(*e*) There is no objection to your ____ the window.

7. *To wake*
(*a*) I have no trouble in ____ early.
(*b*) I ____ ____ ____ at one several nights in succession.
¶(*c*) You will have ____ ____ your brother if he is going with us.
(*d*) I feared lest I ____ my parents when I came in.
(*e*) No one in the camp ____ ____ until the breakfast bell rang.

8. *To awake*
(*a*) Do you ____ at a regular hour?
(*b*) I seem ____ ____ without being called.
(*c*) We ____ ____ by a strange noise outside our tent.
(*d*) I expected ____ ____ earlier than I did.
(*e*) ____ suddenly, he sprang from the bed without hesitation.

9. *To bring*
(*a*) Would you mind ____ me a drink?
(*b*) You ____ ____ me no excuse.
(*c*) George ____ ____ ____ home good reports regularly.
(*d*) Eggs ____ better prices than they ____ ____ ____.
(*e*) Please ____ a more complete report than you ____ yesterday.

10. *To carry*
(*a*) Will you ____ this book to the library?
(*b*) I must ____ an excuse to school.
(*c*) I ____ ____ ____ papers to his house for several weeks.
(*d*) ____ paper and pencil to all your classes.
(*e*) Each one is expected ____ ____ his own lunch to the grove.

11. *To fetch*
(*a*) Please ____ me my glasses from the living room.
(*b*) ____ you ____ all the groceries from the store?
(*c*) It is Pete's work ____ ____ the cows from the pasture each night.
(*d*) We ____ ____ ____ water from the spring all summer.
(*e*) The dog ____ ____ the stick every time I threw it into the lake.

e. Explain the use of the verbals in the following sentences:

1. Finding is keeping.
2. Having arrived at my conclusion, I endeavored to create some excuse for presenting it.
3. We expected to go early in the afternoon, but we did not find it easy to get away.
4. While driving on the highway, we came upon a group of boys thumbing their way home and having considerable sport in the process.
5. What would be your idea of our making one more try at reaching the summit before the sun begins to set?
6. To have succeeded in small things is far better than to have failed in great things.
7. I had so many things to do that it was difficult to find a beginning.
8. There were books to read and games to play, but nobody wanted to do anything except to sit and talk.
9. It is wiser to take the advice of one experienced in his business than it is to make too many mistakes by following one's own judgment too long.
10. The election having been lost by our candidate, we all agreed to give our support to the winner.
11. His not having been selected for the orchestra made him even more keen to join the band.
12. Our schedule was to have been completed Saturday, but we have decided to play two more games.
13. We believed that the committee's agreeing with Mr. Wheaton's suggestion would be very much in our favor.
14. Fearing it would be a mistake, I thought it wiser to take a few days more for thinking everything over again.
15. Because of lessons to be learned and chores to be done I get but little time each day for doing many other things that I should like to do.

Group III

a. Write sentences illustrating the following:

1. An infinitive used as subject
2. An infinitive used as direct object

3. An infinitive used as an adjective
4. An infinitive used as an adverb
5. A participle modifying the subject
6. A participle modifying the direct object
7. A participle modifying the object of a preposition
8. A participle used in independent construction
9. A gerund following the possessive case of a noun or pronoun and used as the subject of a sentence
10. A gerund following the possessive case of a noun or pronoun and used as the object of a preposition
11. A gerund following the possessive case of a noun or pronoun and used as the direct object

b. Copy the following sentences, completing each by adding the infinitive *to be* and the proper case of some pronoun other than *you* or *it:*

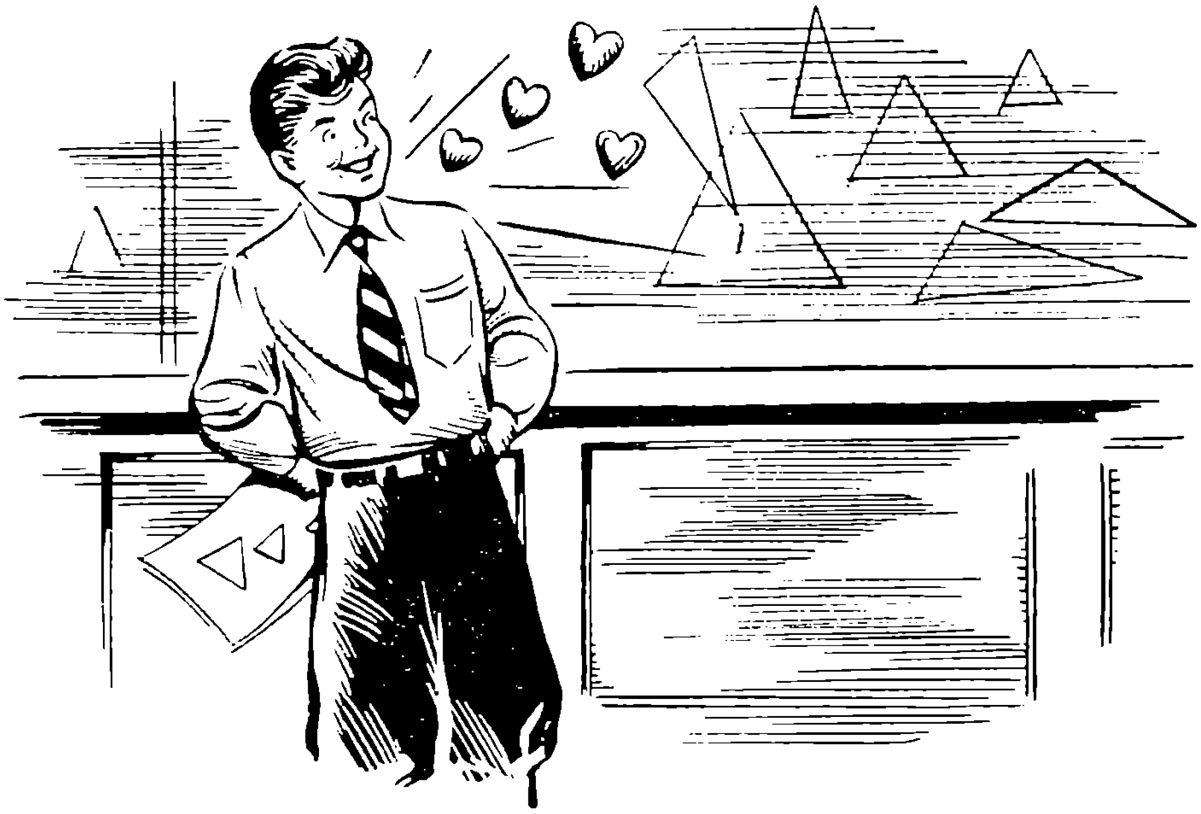
1. He was thought
2. We were thought
3. They thought me
4. We believed the captain
5. Everybody believed Kenneth
6. It was thought
7 George was thought
8. I believed the caller
9. We knew the stranger
10. The stranger is known

c. Copy the following sentences, placing in each blank what you consider the correct form of an appropriate verb:

1. Programs and tickets ____ paid for out of the treasury.
2. Each of the characteristics of strange birds ____ interesting to me.
3. When the day for the trials ____ arrived, there will be considerable excitement.
4. No one of them ____ asked to do anything impossible.
5. There ____ a great number of names yet to be accounted for.
6. These plants ____ a strange fragrance.
7. All over the floor ____ ____ remnants of the material which had been used.

8. ____ that flock of birds in the trees attracted your attention?
9. The counselor and dean of girls, Miss Brayton, ____ ____ transferred to another school.
10. Either you or I ____ expected to sell tickets.
11. Neither she nor you ____ to give any extra time to the work.
12. The debate club or the dramatics society, it makes no difference which, ____ to have charge of room assignments.
13. A curtain in a variety of colors and with strange designs ____ hanging at the back of the stage.
14. Her love and devotion ____ for her the friendship of everybody in the club.
15. I am convinced that dramatics, like athletics, ____ among the most valuable interests in school.
16. The jury ____ rendered a decision and ____ now to be dismissed.
17. Many a fond parent ____ been mistaken in the young members of the family.
18. The President and his bodyguard ____ been assigned seats on the platform.
19. It seems to be you who ____ that error every time.
20. One of the members who ____ chosen is to be elected chairman.
21. Each of the members ____ chosen because of some favorable quality.
22. That was one of the most popular events that ____ ever occurred.
23. If he ____ the winner, it will surprise us all.
24. One of the men who ____ graduated from the school ____ awarded a prize to the winner.
25. If it ____ Edwards who did the deceitful trick, he should have known better; but if it ____ John, there may be a good explanation.

d. Give the principal parts and properties of each of the italicized verbs in the following passages. Observe especially the use of any verbals.



"I HAVE KNOWN PEOPLE WHO SEEMED TO BE IN LOVE WITH TRIANGLES"

1.

There *can be* no doubt that for some people mathematics *has* flavor, even though for me it is as the apples of Sodom. I *have known* people who *seemed to be* in love with triangles. Permutations and combinations and the doctrine of chances *filled* their souls with elation; they *would* rather *wander* over the area of a parallelogram than over the greenest meadow under heaven, *collecting* angles and sides as another would daisies and buttercups, and *chasing* the unknown quantity as another might a butterfly. (From *Essays and Essay-Writing*, edited by William M. Tanner)

2.

When I was a little boy, I used *to get* a great deal of satisfaction out of *stroking* a kitten or a puppy, or *crushing* a lilac leaf-bud for its spring fragrance, or *smelling* newly *turned* soil, or *tasting* the sharp acid of a grape tendril, or *feeling* the green coolness of the skin of a frog. I *could pore* for long minutes over a pudding-stone, a bean-seedling, a chrysalis, a knot in a joist in the attic. There was a curious contentment *to be found* in

these things. My pockets were always full of shells and stones, twigs and bugs; my room in the attic, of Indian relics, fragments of ore, birds' eggs, oak-galls, dry seeds and sea-weeds, *bottled* spiders, butterflies on corks. All the lessons of the schoolroom *seemed* of no consequence *compared* with things so full of intimacy, of friendliness. (From *Essays and Essay-Writing*, edited by William M. Tanner)

3.

Night was a cathedral of rest, where I *lay* museful and sleepless. A cathedral *built* of the canopied stars and the stretched skies, of far-towering rock-ribbed walls of mountains, and aisles and long reaches of pines *hidden* in darkness, with an incense-laden air, *drowsed* by green perfumes, and at my feet the altar-eye with its pillared smoke. I *threw* off my blankets and *put* new logs on the *dying* fire; and in a moment an infantile tongue of flame *licked* the rough bark, and *fell*, and *struck* again like a snake. Underneath the heavy dead wood, the bed of ashes *glowed* ruddier, and *trembling* sparks *trooped* through it. A log *snapped*, the red flames *leaped* under a fusillade of reports, and hot sparks *flew* upward in a starry stream. About me the dusky night sharply *shut*, and *grew* black and closely *environing*, while a circle of *flaring* light *pushed* it back and *held* it, and *built* me there in the heart of the darkness a *walled* cavern. Last, the pitch-pine stump that I *had laid* upon the logs *caught* and *hissed* and *glared*, and a white flaring light *filled* my unsubstantial realm and *made* of the walls of darkness sable hangings *bellying* and *blowing* about me. (From *Essays and Essay-Writing*, edited by William M. Tanner)

II. BUILDING A VOCABULARY

WORDS arouse feeling and incite to action; they quiet and console. Individuals and mobs have been moved by them. And yet they seem to be perfectly harmless things. In *Hamlet* Polonious says, "What do you read, my lord?" And Hamlet replies, "Words, words, words." That seems innocent enough; but H. G. Wells says, "Words themselves are powerful things and dangerous things.

Although the few hundred words most people have at their command may be adequate for ordinary purposes, yet educated persons have vocabularies of several thousand words. Each one of us, you recall, has three vocabularies: one for reading, one for speaking, and one for writing. It is the last two that primarily need expanding.

Words are merely the tools for expressing ideas. Concern yourself first with expressing ideas accurately and clearly, and then beautifully, if possible. Noah Webster once said, "It is better to *be vulgarly* right than *politely* wrong." Your study of words should result in your being *politely right.*

A. Objectives

1. To learn to increase your vocabulary by reading
2. To realize the importance of the dictionary as a vocabulary builder
3. To study the formation of words
4. To overcome common errors

READING Do not take your reading vocabulary for granted. You may read words which you understand in the context but which you cannot use correctly in your speaking or writing. Because you understand the use of a word on the printed page,

Ewing Galloway

COMMAND OF LANGUAGE COMMANDS ATTENTION

you are likely to think that you can use it. Only an attempt to do so will prove whether it is really a part of your vocabulary.

The paragraph below is from a novel which you may have read. There is probably not a word in it that would handicap you seriously in understanding it, but could you put the italicized words into sentences of your own? Are the words yours for active use?

As they drew near Beacon Street they were aware of *unwonted* stir and tumult, and presently the still air *transmitted* a turmoil of sound, through which a powerful and *incessant* throbbing made itself felt. The sky had reddened above them, and turning the corner at the Public Garden, they saw a black mass of people *obstructing* the *perspective* of the brightly-lighted street, and out of this mass a half-dozen engines, whose strong heart-beats had already reached them, sent up volumes of fire-tinged smoke and steam from their funnels. Ladders were planted against the *façade* of a building, from the roof

of which a mass of flame burnt smoothly upward, except where here and there it seemed to pull *contemptuously* away from the heavy streams of water which the firemen, clinging like great beetles to their ladders, poured in upon it. (From *The Rise of Silas Lapham*, by William D. Howells)

Similar experiments with your everyday reading will prove that you can add many words to your vocabulary if you will take pains to put them to work in your speaking and writing.

USING THE DICTIONARY One of the most practical and pleasantest ways to add to your store of words is by habitual use of the dictionary. Some students are reluctant to form this habit because it is something of a task when they are reading and because they do not thoroughly understand how to look up words.

In the case of most words the dictionary will do eight things for you: (1) give you the spelling of the word; (2) indicate the syllables of the word; (3) tell you how it is pronounced; (4) point out the part of speech; (5) give you the derivation, which always helps you to understand its meaning and to use it accurately; (6) explain its meaning; (7) provide synonyms,

which are an aid in expressing specific shades of meaning, and (8) give antonyms.

To use the dictionary intelligently, first turn to the front of the book and study the *Guide to Pronunciation.* Here are the symbols, or diacritical marks, used in explaining pronunciation. Among other important facts you will learn that the principal accent is indicated by a heavy mark (**ʹ**) and the secondary accent by a lighter mark (ʹ), at the end of the syllable. Syllabic division, you will discover, is indicated by a period or a short horizontal mark, except where this is replaced by an accent mark or by a hyphen used to join the parts of a compound word.

Accurate use of the hyphen is important in writing compound words. Turn, for instance, to the words *good nature.* You will find the phrase written as two separate words; but if you look below it you discover *good-natured*, a compound word in which the hyphen is used. Still farther down the page you will find *good will*, or *goodwill*, written as two separate words or as one word. These are examples of the difficulties in writing that the use of the dictionary will help you to meet.

After you have read the *Guide to Pronunciation*, glance at the *Explanatory Notes* and the list of abbreviations used in the dictionary proper. They will aid you greatly in a serious study of words.

Suppose you wish to look up the word *metronome.* Your first discovery is that it has three syllables with the accent mark on the first. In the illustration you will see that the accent mark

> **metʹro·nome** (mĕtʹrō·nōm), *n.* [Gr. *metron* measure + *nomos* law.] An instrument for marking exact time, esp. in music, usually a clockwork pendulum.[1]

replaces the period in separating the first two syllables. In the second place, you find in the parentheses the respelling for pronunciation, and following that, the part of speech. Then in brackets appears the derivation of the word. You will ob-

[1] By permission. From *Webster's Collegiate Dictionary*, Fifth Edition, copyright, 1936, 1941, by G. & C. Merriam Company.

serve that it comes from the Greek words *metron*, meaning "measure," and *nomos*, meaning "law." Finally you come to the definition of the word.

Look now at the word *metropolis* and observe the pronunciation, part of speech, derivation, and definition. It is a very interesting word. The adjective *metropolitan* illustrates the use of both primary and secondary accents, the primary being a heavy mark and the secondary a lighter one. You will observe also that each of these marks replaces a period in indicating the syllabication of the word.

A study of the word *new* in the illustration below will show you how both synonyms and antonyms are presented in the dictionary. Following the final definition, you will see: "Syn. (synonym) *new*, *novel*, *fresh*, *recent*, *late*, *modern*"; that is, five synonyms for the word *new*, the specific use of each of which is explained. Finally you discover six antonyms for the same word.

new (nū; 114). *adj.* [AS. *nīwe*, *nēowe*.] **1.** Having existed, or having been made, but a short time; recent; modern; — opposed to *old*. **2. a** Recently manifested, recognized, or experienced; hence, strange; unfamiliar; as, *new* lands. **b** Other than the former, or old; as, a *new* teacher. **3.** Not habituated; unaccustomed; as, *new* to the plow. **4.** Beginning or appearing as the recurrence, resumption, or repetition of some previous act or thing; as, a *new* year; also, renovated or re-created; as, rest had made him a *new* man. **5.** Different or distinguished from a person, place, or thing of the same kind or name that has longer existed; as, the *new* reservoir. **6.** Not of ancient lineage; recently acquiring rank, distinction, or the like; as, a *new* family. **7.** [*cap.*] In names of languages, modern; esp., in use since medieval times; as, *New* Greek; *New* Latin; *New* Hebrew.

Syn. New, novel, fresh, recent, late, modern. That is **new** which has existed, or been known, but a short time; that is **novel** which is, often strikingly, out of the ordinary. That is **fresh** which has just been done, made, received, etc., or which retains or suggests the liveliness, brightness, or energy of a new thing. **Recent** is a more relative term; it suggests comparative nearness to the present. **Late**, which is sometimes interchangeable with *recent*, applies esp. to that which has recently ceased to exist, or which is no longer what it recently was; as, his *late* residence. That is **modern** which belongs to the present period, or is characteristic of it; the word commonly suggests contrast with a more distant past than that implied in *recent*, and often applies esp. to that which is latest and most approved. — **Ant.** Old; familiar, usual, common; former, obsolete.

— *n.* That which is new; something new.

— *adv.* Newly; recently; anew.[1]

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THE FORMATION OF WORDS · One interesting way to enlarge your vocabulary is to study the formation of words. Many of the shorter words in our language come directly from Anglo-Saxon, the language of the early Teutonic invaders of England. However, about three quarters of our words are of Greek and Latin origin. That is why a knowledge of Greek and Latin roots and stems is a great aid in understanding and using English.

A study of the following stems, prefixes, and suffixes and practice in their combinations will be especially helpful if you seriously intend to improve your vocabulary.

1. STEMS

Stem	*Meaning*	*English Derivatives*
ag, act	carry, do	agent, actor, action, transaction
arch	rule, government	anarchy, monarchy, hierarchy
aud	hear	audible, auditor, auditorium
bene	well	benefit, benefactor, benediction
bios	life	biology, biography, autobiography
cede, cess	go	recede, succeed, incessant
ceive, ceit, cept, cip, cap	take	receive, receipt, accept, capture
cide, cis	cut	decide, decision, incision
cour	heart	courage, courageous, encourage
cred	believe	credit, credulous, incredible
cur	run	occur, incur, excursion
demos	people	democracy, democratic, epidemic
dic, dict	speak, say	indict, predict, dedicate
duce, duct	lead	produce, conduct, educate
equ	equal	equality, inequality, equation
fac, fec, fic	make	factory, defect, proficient
fer	bear	confer, refer, transfer
fin	finish	final, definite, infinite
flect	bend	inflection, reflection, deflection
grad, gress	step	aggression, progress, graduate
grapho	write	paragraph, telegraph, phonograph

Stem	*Meaning*	*English Derivatives*
hab, hib	have, hold	habit, inhabit, exhibit
jac, jic	throw	ejaculate, inject, reject
junct	join	junction, injunction, conjunction
leg, lig, lec	read	legible, eligible, lecture
logos	word	dialogue, monologue, decalogue
mand	order	command, demand, mandate
manu	hand	manufacture, manuscript, amanuensis
mit, mis	send	admit, missive, dismiss, commit
mono	one, alone	monophone, monotone, monotonous
pater, patri	father	paternal, patriot, patriotic
ped, pod	foot	pedal, chiropodist
pel, puls	drive	compel, impel, impulse, compulsion
pend, pen	hang	depend, suspend, appendix
phone	sound	phonetics, telephone, symphony
pli, plic	fold	pliable, complicate, implicate
port	carry	porter, export, report, transport
pos, pose, pone	place	compose, dispose, position
rup	break	rupture, disrupt, eruption
scope	watch	scope, microscope
sec, seg	cut	sector, section, insect, segment
sent, sen	think	assent, consent, sense, sentence
sequ	follow	consequence, sequel
sign	sign	signal, signature, resign
spec, spic	look	spectator, aspect, suspicion
spir, spirit	breathe	inspire, perspire, transpire
sta, sist	stand	stationary, insist, persist
stead	place	instead, steadfast, homestead
tail	cut	tailor, retail, entail
tele	far	telescope, telepathy, television
ten	hold	tenant, retentive, tenement
tract	draw	traction, tractor, detract
trud	thrust	intrude, intrusion, protrude
urb	city	urban, suburban, urbanity
vene, vent	come	convene, revenue, convention, event

Stem	*Meaning*	*English Derivatives*
vert, vers	turn	invert, verse, divert, versatile
vid, vi	see	visible, visor, vista, evident
vince, vict	conquer	convince, victor, victory
voc, voke	call	vocal, provoke, invocation
volve, volute	turn, roll	involve, revolve, devolve
zoon	animal	zoology, zoo, zodiac

2. Prefixes

Prefixes	*Meaning*	*English Derivatives*
a, ab, abs	off, from, away	abduct, absent, abnormal, avert
ad, a, ac, af, ag, al, an, ap, ar, as, at	to	adhere, accede, affirm, aggress, allot, announce, appear, arrive, ascribe, attend
ante	before	anteroom, antedate, antecedent
anti	against	antislavery, antitrust, antidote
bi, bis	two, twice	bisect, bicycle, biped, biennial
circum	around	circumference, circumnavigate
co, col, com, con, cor	with	coeducation, collect, compare, confuse, correspond
contra, counter	against	contradict, counterattack
de	from, down	descend, defend, detract, depose
di, dis	apart, away	disconnect, divert, disloyal
e, ef, ex	from, out of	educate, effect, expel
extra	beyond	extraordinary, extravagant
fore	before	foresee, foretell, forenoon
hemi	half	hemisphere, hemitrope, hemicycle
in, il, im, ir, un	in, not	instill, illegal, improper, irregular, untold
inter	among, between	intercollegiate, interfere, interrupt
non	not	nonstop, nonsecret, nontaxable
per	through	perennial, persecute, persevere
post	after	postscript, postpone, postlude
pre	before	prefix, preface, predict, prelude
pro	for, forward	pronoun, protest, proceed
re	back, again	recount, replace, report, reduce
semi	half	semiannual, semidarkness, semiliquid

Prefixes	*Meaning*	*English Derivatives*
sub, suc, suf, sug, sup, sus	under	subscribe, succeed, suffer, suggest, support, suspect
super, sur	above, beyond	superintend, surround, survive
trans, tra, tres	across	transfer, tradition, trespass
tri	three	triangle, trilateral, tripod
under	under	understate, underripe, underrate

SUFFIXES

Suffixes	*Meaning*	*English Derivatives*
able, ible	capable of being	liable, livable, visible
acy, ance, ancy, ence, ency	quality, state	vacancy, eminence, leniency
an, ian	belonging to	urban, politician, physician
ant, ent	agent	inhabitant, claimant, superintendent
ar, ary	relating to	dignitary, library, seminar
ate	act	desperate, fortunate, migrate
ation	action	habitation, desperation, information
cy	quality	secrecy, potency, piracy
eer, er, ier	person connected with	financier, baker, engineer
ful	full of	beautiful, fearful, deceitful
fy	to make	liquefy, purify, satisfy
hood	condition	boyhood, neighborhood, falsehood
ic, ical	pertaining to	comic, critical, methodical
il, ile	referring to	civil, puerile, agile
im	more than one	cherubim, seraphim
in	chemical suffix	albumin, gelatin
ion, sion, tion, ation	action, result	compulsion, action, operation
ior	comparative degree	junior, inferior, superior
ious	full of	gracious, hilarious, censorious
ise, ize	to perform an act	revise, idolize, mobilize

Suffixes	*Meaning*	*English Derivatives*
ish	of the nature of	childish, boyish, sheepish
ity, ty	condition	beauty, humanity, purity
ive	having the character	creative, operative, massive
less	without	careless, fearless, worthless
let	small	booklet, leaflet, hamlet
ly	manner	daily, kindly, manly
ment	result	contentment, encouragement, movement
ness	quality	goodness, greatness, thankfulness
or, er	action	labor, maker, player
ory	pertaining to place where	compulsory, factory, laboratory
ose, ous	full of	courteous, piteous, verbose
ship	skill or state	friendship, hardship, marksmanship
some	having an amount of	handsome, wholesome, troublesome
sure	state of	measure, treasure, leisure
tor, sor	agent	actor, doctor, successor
tude	condition	altitude, fortitude, gratitude
ty	state	acidity, brutality, divinity
ure	process, result	procedure, venture, pleasure
ward, wards	direction	forward, homeward, backwards

OVERCOMING COMMON ERRORS The suggestions for increasing your vocabulary have thus far had to do with forming good habits. You should also learn to overcome bad habits. Mistakes can be overcome and choice of words greatly improved by paying attention to those who speak well and by the regular use of a good dictionary.

In both speaking and writing there are incorrect and inelegant expressions that should be avoided. The following list contains some of the more common errors. Add to the list violations which you hear in the speech of others and which you come upon in reading.

About Do not use *at about* in such sentences as *We shall go* ABOUT *ten o'clock.*

Accept, except *Accept* means *to receive. Except* means *to leave out.* (*We* ACCEPTED *the invitation. He was* EXCEPTED *from the class.*)

Affect, effect *Affect* means *to influence.* It is always a verb. (*What she said* AFFECTED *me deeply.*) *Effect* may be either a verb or a noun. As a verb it means *to bring to pass.* (*He* EFFECTED *a movement of great importance.*) As a noun it means *result.* (*The concert had a soothing* EFFECT *upon my mind.*)

Ain't A vulgarism to be avoided. Use *am not, is not, isn't, are not, aren't.* (*It* ISN'T *any use to try.*)

All right, alright There is no such word as *alright.* Always use *all right.*

Almost, most, nearly Avoid confusing *most* for *almost* or *nearly.* (*We are* ALMOST *there.* NEARLY *everyone has arrived.* MOST *people act impulsively.*)

Already, all ready *Already* means *by this time. All ready* means *completely ready.* (*The time has* ALREADY *come. They were* ALL READY *when we arrived.*)

Altogether, together *Altogether* means *completely.* (*You are* ALTOGETHER *wrong.* But, *They were* ALL TOGETHER *on the porch.*)

Among, between *Among* is used in referring to three or more; *between* in referring to two. (*There was harmony* AMONG *the members of the club. He divided his books* BETWEEN *his two sons.*)

Any place, every place, no place, some place Do not use these expressions when you mean *anywhere, everywhere, nowhere, somewhere.* (EVERYWHERE *I went, I heard the same story.*)

Anybody's else Better to say *anybody else's.*

Bad, badly Say, *He feels* BAD (*not well*), but, *He plays* BADLY.

Blame on Don't say *They* BLAMED *it* ON *him*, but, *They* BLAMED *him* FOR *it.*

But that, but what *But what* is incorrect. After *doubt* it is better to omit *but.* (*I have no* DOUBT THAT *he will win.*)

Can, may *Can* denotes power or ability; *may* denotes permission or possibility (*We* CAN *reach camp by evening.* MAY *I use your book?*)

Can't hardly A double negative. Say *can hardly.* (*I* CAN HARDLY *finish the work today. We* COULD HARDLY *understand what she said.*)

Complected Incorrect. Say *complexioned.* (*My sister is light* COMPLEXIONED.)

Continual, continuous *Continual* means *frequently repeated.* (CONTINUAL *rain was bad for the crops.*) *Continuous* means *without interruption.* (*We walked* CONTINUOUSLY *for two hours.*)

Could of, may of, might of, must of, should of, would of should not be used for *could have, may have, might have, must have, should have, would have.* (*She* MAY HAVE *been correct in what she said.*)

Differ from, differ with A person or thing differs *from* another in details. A person differs *with* another in an opinion. (*Our customs differ* FROM *those in Canada. I differ* WITH *you concerning the arrangements.*) Never say *different than* or *different to.*

Done · Grammatically incorrect for *did.* (*He* DID *his work faithfully.*)

Don't Incorrect in the third person singular. Say, *He* DOESN'T, or *It* DOESN'T. Do not say, *He* DON'T, or *It* DON'T.

Each other · Should be used with reference to two. When more than two are meant, use *one another.*

Either, neither Both words are used to refer to one of two objects. Both are singular and should, therefore, be followed by singular verbs. (*Has* EITHER *of you seen the report?* NEITHER *of them has taken the examination.*)

Else *Else* is often used superfluously in such a sentence as *I want nobody* ELSE *but him.* Say *I want nobody* BUT *him. Else* should always be followed by *but,* not *than.* When used in the possessive case with *somebody,* the better form is *somebody else's,* though *somebody's else* is correct.

Except, without, unless · Avoid using *except* or *without* for *unless* in such sentences as *I shall be unable to go* UNLESS *they change the date.*

Exceptional, exceptionable *Exceptional* means *unusual.* (*He had an* EXCEPTIONAL *offer.*) *Exceptionable* means *objectionable.* (*His habits were* EXCEPTIONABLE.)

Fewer, less · *Fewer* refers to *number, less* to *quantity.* (*We had* FEWER *accidents than last year,* but *There was* LESS *talk about it than we expected.*)

Fix · *Fix* means to make fast. (*They* FIXED *the plaque to the wall.*) Do not use for *arrange* or *repair* in such sentences as *Why don't you* FIX *your tie?* or *When will they* FIX *the radiator?*

Get · *Get* is provincial when used in such expressions as *We did not* GET *to go* or *How did you* GET *around the difficulty?*

Get up · *Get up* is often used colloquially for *arrange, prepare,* and similar words. (*Our club is going to* GET UP *a benefit party.*)

Got Avoid the superfluous use of *got* with the forms of the verb *have*. (*I* HAVE *a few minutes to spare.*)

Gotten · Going out of use. Use *got*.

Guess *Guess* is colloquial for *expect* or *suppose*, and similar words. (*I* EXPECT *we shall stay a week.*)

Had ought, hadn't ought Incorrectly used for *ought*, *ought not*, or *oughtn't*. (*You* OUGHT NOT *to do such things.*)

Hung Avoid using *hung* with reference to executions. (*The man* WAS HANGED *for the crime.*)

In, into Nearly always use *in* after verbs of rest and *into* after verbs of motion. (*The old lady sat* IN *her chair by the window. The man stepped* INTO *his car and drove away.*)

In back of A vulgarism. Use *behind*. *In front of* is correct. (*The orchard is* BEHIND *the barn. The Brown family sat* IN FRONT OF *us.*)

Inside Do not follow with *of* (*We went* INSIDE *the old house.*) Avoid using *inside of* for *within*. (*We expect to go* WITHIN *a week.*)

Kind of, sort of Do not use *a* or *an* in phrases of this sort. (*What* SORT OF *occasion is it to be? What* KIND OF *house did they build?*)

Leave, let *Leave* means *abandon* or *depart*. *Let* means *allow*. Do not confuse the two. Say, LET *me go with you*, not, LEAVE *me go with you*.

Like Do not use *like* to introduce a clause in place of *as* or *as if*. (*He appeared* AS *he always did*, not, *He appeared* LIKE *he always did.*) *Like* should be followed by a substantive or a noun clause. (*He acted* LIKE *a clown.*)

Line Carelessly used for such definite words as *work* or *business*. Do not say *What* LINE *are you following*, but *What* WORK *are you doing?*

Loan Better not use for a verb. Use *lend*. (*He* LENT *me his book.*) *Loan* is a noun. (*The* LOAN *was very helpful.*)

Mad *Mad* means *insane*. It should not be confused with *angry*. (*I could not help being* ANGRY *with him. He acted like a* MAD *person.*)

Nice *Nice* means *keen* or *precise*. (*He made a* NICE *point in his argument.*) Do not use for *pleasant* in such expressions as *nice day*, *nice fellow*, *nice time*. Use a specific adjective.

Off of Frequently misused for *off*. Say, *He jumped* OFF *the porch*, not, *He jumped* OFF OF *the porch*.

Out loud Wrongly used for *aloud.*

Over with Omit *with.* (*The game was* OVER.)

Pair Singular. Do not say *I bought two* PAIR *of socks*, but *I bought two* PAIRS *of socks.*

Phase Loosely used for *kind.* (*I am interested in all* KINDS *of nature study.*)

Plan Do not combine with *on.* Say, *We* PLAN *to go tomorrow*, not, *We* PLAN ON *going tomorrow.*

Propose Should not be used for *purpose* or *intend.* Do not say, *I do not* PROPOSE *to agree with such a plan*, but *I do not* PURPOSE (or INTEND) *to agree with such a plan.*

Proven · Going out of use. Use *proved.*

Providing Better to use *provided* in such a sentence as *I will go,* PROVIDED *my father agrees.*

Real Often used ungrammatically for *very.* (*We had a* VERY *good time.*)

Reason Do not follow *reason* with such expressions as *because, because of, due to*, or *on account of.* (*The reason is* THAT *my family has made other plans.*)

Respectful, respectable, respective Do not confuse the three words. (*He was* RESPECTFUL *to his parents. It was a* RESPECTABLE *occasion. They took their* RESPECTIVE *seats.*)

Same Avoid using *same* as a substantive or in place of the phrase *in the same way as.* The sentence *We have received your order for the book and* SAME *has been mailed* is bad. Say, *We have received your order for the book and it has been mailed.* Do not say, *The principal treats the new students the* SAME AS *he treats the old ones*, but *The principal treats the new students* IN THE SAME WAY *as he treats the old ones.*

Seldom ever · Often incorrectly used for *seldom* or *hardly ever.* (*I* SELDOM *see him since he moved away.*)

So · Should not be used for *so that.* (*I wrote it carefully* SO THAT *he could read it.*)

Specie · *Specie* means *money in coin.* (*I deposited five dollars in* SPECIE.) *Species* means *kind.* (*The museum had several* SPECIES *of South American birds.*)

Start Not to be used for *begin.* (*I* BEGAN *the work last week.*)

Stop Frequently misused in place of *stay.* (*How long are you going to* STAY?)

Sure · Do not use for the adverb *surely*. (*We* SURELY *had a good time.*) The answer to the question *Will you come?* should be *Surely* and not *Sure*.

This here, these here, that there, and *those there* · Vulgarisms for *this, these, that,* and *those*. (THIS *house is the one we visited. Where did you get* THAT *dog?*)

Try · Should not be followed by *and* when *to* is needed. (TRY TO *remember the correct positions.*)

Up · Should not be added to such verbs as *divide, finish, settle,* and *write*. (*We* DIVIDED *the apples among us. I must* WRITE *my notes in history.*)

Wait on A vulgarism for *wait for*. (*Don't* WAIT FOR *me if I am not on time.*)

Where Frequently misused for *that*. (*I saw in the paper* THAT *there was an accident.*)

B. Activities

Group I

a. From the following passages make a list of all the words you are sure you could not use correctly in sentences. Look up their meanings in the dictionary and then put them into sentences of your own.

1.

One of the delightful features of this game lay in the exhaustive preparation which it required; another in the large number of children which it needed for complete effectiveness. On the mornings when we decided to play it, we gathered together all the available participants, the more the better. The first step was the collecting of stones. These we gathered each for himself, in some receptacle which allowed of hasty expulsion. We had a high sense of honour about the size of the stones; they must be neither too large nor too sharp. At least an hour was needed before enough had been found for a really successful game. (From *A Goodly Heritage*, by Mary Ellen Chase)

2.

The child was closely followed by an elderly man of remarkably hard features and forbidding aspect, and so low in stature

as to be quite a dwarf, though his head and face were large enough for the body of a giant. His black eyes were restless, sly, and cunning; his mouth and chin, bristly with the stubble of a coarse hard beard; and his complexion was one of that

"THE CHILD WAS CLOSELY FOLLOWED BY AN ELDERLY MAN OF REMARKABLY HARD FEATURES"

kind which never looks clean or wholesome. But what added most to the grotesque expression of his face, was a ghastly smile, which, appearing to be the mere result of habit and to have no connexion with any mirthful or complacent feeling, constantly revealed a few discoloured fangs that were yet scattered in his mouth, and gave him the aspect of a panting dog. His dress consisted of a large high-crowned hat, a worn dark suit, a pair of spacious shoes, and a dirty white neckerchief sufficiently limp and crumpled to disclose the greater portion of his wiry throat. Such hair as he had, was of a grizzled black, cut short and straight upon his temples, and hanging in a frowzy fringe about his ears. His hands, which were of a rough coarse grain, were very dirty; his finger-nails were crooked, long, and yellow. (From *The Old Curiosity Shop*, by Charles Dickens)

b. Bring to class several passages from your own reading which contain words that are new to you. Read the passages to the class to see how many of them can explain the meaning of the words you do not know.

c. Write sentences illustrating the use of the words you learned in exercise *b.*

d. How many of the following words can you define? Look up the derivation, pronunciation, and meaning of each of them in the dictionary. Use each in a sentence.

atom	kaleidoscope
brigade	lagoon
concrete	melancholy
derrick	nocturnal
effigy	omniscient
fortitude	perjure
geography	revert
halyard	silvan
idiom	tenor
jargon	whimsical

e. Make a column of the following words on your paper. After each write as many synonyms for the word as you can think of. Then consult the dictionary for as many more as you can find. Explain the exact meaning of each.

accompany	identical
adequate	laughable
arrange	manner
bluster	neat
close (verb)	plan
course	punish
feeling	reside
gentle	shy
healthy	taste
height	thin

f. Pronounce the words in Column 1 below. Observe how each is divided into syllables. Copy the words in Column 2, dividing them into syllables and placing the accent marks where you think they belong. Then consult the dictionary to see if you are right. Put the words in both columns into sentences.

Column 1	*Column 2*
a-dorn′ment	adventurer
a-vail′a-ble	avalanche
car′i-ca-ture	cavalcade
com-ple-men′ta-ry	congratulation
dis-hon′or-a-ble	eccentricity
ex-plo-ra′tion	exposition
he-red′i-tar-y	illumination
lit′er-al-ly	mathematically
ob-ser-va′tion	osteopathy
sen-ti-men-tal′i-ty	territorial

g. Rewrite the following sentences, substituting an acceptable expression for each incorrect one in italics:

1. Please *except* my thanks for your favor.
2. We found that *most* everything was *alright.*
3. *Every place* we went we found something that interested us.
4. I *can't hardly* believe that he *done* that; it *don't* seem like him.
5. *Have* you *got* time to go with me? I am going *out back of* the barn to pick some berries.
6. He acts *like* he owns the place.
7. Now that the storm is *over with* we can go on our way.
8. *Leave* us take the next train. I *guess* it will get us there on time.
9. We shall be going *inside of* a few days.
10. What *kind of a* program do you think we ought to *try and* arrange?

Group II

a. Read the following paragraph carefully. Do the words in italics make it difficult for you to understand the meaning? Can you define each? After giving your own definition, look them up in the dictionary, and then use each in a sentence of your own.

My mother was directly responsible for an original but not wholly *commendable* habit which, through *precept* and example, early fastened itself upon us. *Reacting*, as she did, strongly and unmistakably to persons and situations within or without the

covers of books, she quite naturally encouraged in us not only those reactions themselves, but upon occasion the means of *registering* the same. While we were still very young, it had been her custom, in reading to us, to pass the book *solemnly* to Cynthia and me in turn, so that we might give *tangible vent* to our imagination toward some particularly hateful character by loudly slapping the picture of him and of his cruelty. If there were no picture, we slapped the *monstrous* words that *chronicled* such dark behavior. Thus the wicked stepmother in "Snow White," in the guise of a peddler, with her fatal apple and her poisoned comb, was early and often rewarded by a shower of serious and righteous blows, as was also *dastardly* Big Klaus who slew his grandmother, and the wolf who drew near with *mincing* step and heart of darkness to the home of Red Riding Hood. (From *A Kitchen Parnassus*, by Mary Ellen Chase)

b. Copy the following paragraph, choosing from the parentheses the word which you think more perfectly or picturesquely expresses the meaning. Explain the reason for your choice.

Out of the mists of first acquaintance, cows (loom up, appear) as a (lumbering, clumsy) and yet strangely living (furniture, articles) of the fields. It takes longer to walk round one than round a cupboard; and they look at you with a (dubious, hesitating) thought of movement. Their (rhythm, movement) is out of time with childhood's paces; they are so (bulky, huge), so (sedentary, stationary). Even a calf has not the (frolic daintiness, agility) of a kid, nor the winning (absurdity, foolishness) of a lamb, nor the wild free (look, appearance) that a young colt's eyes have. And the (incumbrance, weight) of destiny has settled on their mothers. Faced with a human child, one might suppose them to have (sensations, feelings) very like those of certain (adult, grown up) humans. They have every wish to be kind and behave as (appropriately, correctly) as possible, but they really do not know what is to be done about it. (From "Cows," in *Ruminations*, by Arthur McDowell)

c. Write sentences using a synonym and an antonym of each of the following words. You will probably find it necessary to consult the dictionary before writing.

composed (adj.)
cordial
diffuse (verb)
eternal
freedom
glorious
honest
ignorant
improve
jocular
lavish
magnificent
nice
pacify
raise
retain
shrewd
sullen
transparent
valuable

d. Without looking them up in the dictionary, explain what stems, prefixes, and suffixes are employed in building the following words. Tell what you think each word means. Then verify the structure and definition by referring to the dictionary.

1. accession
2. assignation
3. beneficent
4. consensus
5. consistency
6. contravene
7. convolution
8. decisive
9. depository
10. disjunction
11. graphic
12. illegible
13. inference
14. invincible
15. mandatory
16. prevention
17. protrusion
18. remiss
19. repulsive
20. subtraction

e. Rewrite the following sentences, changing expressions which prevent their standing as good English sentences:

1. Have either of you any idea what arguments the two teams plan to present to one another?
2. We got around the situation by inviting less people than we had intended.
3. It was evident that the class wanted nobody else but Norton.
4. I agree with you about what should be done, but I differ from you in the plan; in that I can't hardly believe but what you are wrong.
5. One term of continuous practice has greatly improved my composition.
6. The house was already for us to move into, but moving will effect our routine for several days.

7. "Alright," replied Agnes, "but you are all together wrong."
8. There was dissension between the members of the team, and argument seemed to get them no place.
9. Judson feels bad about his failure and blames it all on those who prepared the examination.
10. If you have gotten any good from the trip, I guess it was worth the expense.
11. Since we could get up the entertainment in a week, we thought it hadn't ought to interfere with our work at all.
12. Little by little he got in bad company, and finally he was hung for a major crime.
13. What sort of a mess have you got in? Leave me help you get out of it.
14. The new store carries a nice line of goods, and it looks like the proprietor would make a success of it.
15. He seldom ever shows up on time; he ought to try and overcome the habit of always being tardy.

Group III

a. Read the following paragraph through thoughtfully. See if you can define the words in italics. After your own attempt at defining them, look up their meanings and derivations in the dictionary and put the words into sentences of your own. Put the meaning of the paragraph into your own words.

In many cases splendid effort was made to *transmit* the English standards of life and thought, but as the struggle with the savages and the wilderness continued, it became evident that these standards could not be *maintained* when energy was continually being *diverted* and *consumed* by the *incessant* toil of wilderness breaking. Something had to be cast overboard, and it proved as always to be the less immediately "useful" parts of man's life, the *aesthetic* and intellectual. More particularly in New England we may see the two *tendencies* at work — that of the increased demand of common man to share in the good things of life, and that of the down drag of the wilderness. (From *The Epic of America*, by James Truslow Adams)

b. Make a list of the derived words in the following passage. Verify their derivations and definitions in the dictionary and use each word in a sentence. Write as many synonyms as you can for each.

I am not, I confess, wholly tolerant, but my intolerance is reserved for qualities and not for externals. I still fly swiftly from long-winded, pompous, and contemptuous persons; but if their company is unavoidable, I have at least learned to hold my tongue. The other day I was at a country house where an old and extremely tiresome General laid down the law on the subject of the Mutiny where he had fought as a youthful subaltern. I was pretty sure that he was making the most grotesque misstatements, but I was not in a position to contradict them. Next to the General was a courteous, weary old gentleman, who sat with his finger-tips pressed together, smiling and nodding at intervals. Half an hour later we were lighting our candles. The General strode fiercely up to bed, leaving a company of yawning and dispirited men behind. The old gentleman came up to me and, as he took a light, said with an inclination of his head in the direction of the parting figure, "The poor General is a good deal misinformed. I didn't choose to say anything, but I know something about the subject, because I was a private secretary to the Secretary of War." (From "On Growing Older," in *A College Window*, by Arthur Christopher Benson)

c. Rewrite the sentences in the following passage, putting them into acceptable English style:

I and Florine was married the day before yesterday just like I told you we was going to be. You was to get married in Bedford, where not nothing is nearly half so dear. The sum of what I have wrote down is $29.40. Allen told me I should ought to give the priest $5. I never seen him before.

I didn't used to eat no lunch in the playing season except when I knowed I was not going to work. I guess the meals has cost me all together about $1.50, and I have eat very little myself. They must not be no mistake about who is the boss in my house. Some men lets their wife run all over them.

Allen has went to a foot-ball game. One of the reporters give him a pass. He called up and said he hadn't only the one pass, but he was not hurting my feelings none. If we should of boughten furniture it would cost us in the neighborhood of $100, even without no piano. I consider myself lucky to of found out about this before it was too late and somebody else had of gotten the tip. It will always be ourn, even when we move away. Maybe you could of did better if you had of went at it in a different way. Both her and you is welcome at my house. I never seen so much wine drank in my life. (From *The Busher's Honeymoon*, by Ring Lardner)

III. THE PARAGRAPH

The units by which you express yourself, either in conversation or in writing, vary in length. Sentences are the simplest units of expression.

In conversation you have several devices for making yourself understood. Facial expressions, gestures, and posture often punctuate conversation, while the shifting of dialogue from one person to another is like breaking it into paragraphs.

In writing, mechanical devices are used in order to make meaning clear. That is one reason why writing is so much more difficult than talking. Written sentences must be constructed so that each expresses an idea clearly; since they do not have the advantage of voice and manner, they must be grouped and joined together in the best way to make their complete meaning clear.

Hence, writing presents the problem of constructing the paragraph, which is the unit of expression next in length to the sentence. Writing cannot be effective without mastery of the paragraph. Many an engaging talker is a dull and uninteresting writer because he has not learned how to use this fundamental principle of composition.

A. Objectives

1. To become familiar with the meaning of the paragraph
2. To understand the structure of the paragraph
3. To learn the various methods of developing the paragraph
4. To fix the method of writing conversation

The Meaning of the Paragraph As you think about a subject upon which you are going to write, you find that it falls naturally into certain divisions, each dealing with an idea

concerning the main topic. Each division should constitute a paragraph containing all the details regarding the particular idea.

Suppose you develop the theme "How to Read with Skill." You will try to think of the fundamental steps in the process, such as (1) becoming familiar with new words, (2) interpreting each sentence, (3) comprehending the relation of the sentences, and (4) condensing the idea of the passage into a clear and brief statement.

The explanation of each of these steps will require a paragraph. It will contain as many sentences as are necessary to explain the idea completely. The paragraphs may vary in length, but that is of no consequence. Paragraphs are often as short as twenty-five to fifty words and sometimes reach as many as four or five hundred. Inexperienced writers are likely to write too many short paragraphs. Remember that a paragraph is the *complete development of one of the main divisions of the entire subject.*

THE STRUCTURE OF THE PARAGRAPH A paragraph should be so constructed that, although it is related to other paragraphs in the composition as a whole, it is a solid unit by itself. Obviously, to write an effective paragraph certain laws must be followed.

1. Since the whole composition of which the paragraph is a part is commonly called the *subject*, we speak of the paragraph as developing a *topic.* Except in narrative paragraphs it is well to state the topic in a sentence which is known as the *topic sentence.* Although such a sentence may occur anywhere in the paragraph, its logical place is at the beginning.

2. *Stick to the topic.* By so doing, you give your paragraph unity. Unity means (*a*) singleness and (*b*) completeness. Be sure that no idea unrelated to your topic is allowed to enter the paragraph, and that no idea necessary for a complete understanding is omitted.

3. *Be sure that the relation between your sentences is clear.* Your paragraph will then be coherent. Coherence results from a logical arrangement of sentences, and a logical arrangement is secured in a number of ways.

In narration the logical order is time order. Things are related in the order that they occurred. So also in exposition and argument, time order may sometimes be the logical order. If, however, you write a paragraph explaining your conduct in a certain matter, you will state your reasons in the order of their importance, putting the most important one last.

But logical order of sentences is not always enough to give coherence to a paragraph. The sentences must also stick together. Sometimes they do naturally. In such cases the use of devices is bungling. But when the sentences do not naturally fit together, one of the following devices may be effectively used:

a. The repeating of a word already used;

b. The use of a word referring to a word already used, such as a pronoun;

c. Connecting words, such as conjunctions or conjunctive adverbs.

Such connecting words are called *transition words* and are effective not only for connecting sentences within the paragraph, but also for connecting a paragraph with the preceding one. Among the most common transition words are the following: *and*, *again*, *also*, *although*, *besides*, *but*, *consequently*, *furthermore*, *hence*, *however*, *moreover*, *nevertheless*, *or*, *so*, *still*, *therefore*, *too*, *yet*.

4. *Strive to make your paragraph create an impression.* This is known as giving it emphasis. To be emphatic a paragraph must be well-proportioned. To keep your paragraph in good proportion, avoid two common errors:

a. That of allowing it to "peter out" as you approach the end. Such a weakness commonly results from stating the topic sentence at the beginning and following it by a series of sentences, each less important than the preceding.

b. Writing an otherwise strong paragraph but weakening it by attaching one or two unimportant sentences at the end.

The most emphatic form for the paragraph is that of arranging the sentences in an ascending series, so that a climax is gained by stating the most important one last. An effective way to conclude a paragraph is with a sentence which recalls the idea in the topic sentence and leaves it fresh in the mind of the reader. Such a sentence is sometimes called a "clincher sentence.

METHODS OF DEVELOPING THE PARAGRAPH It is usually necessary to develop each topic sentence according to its specific nature. Students frequently ask if they must determine in advance just how each paragraph should be developed. By continued practice in writing different patterns it is possible to follow instinctively the form required for each individual paragraph. Imitating given patterns is excellent discipline and makes it easier for inexperienced writers to determine on the spur of the moment the proper pattern for the paragraph which he wishes to develop.

The following methods of developing paragraphs are among the most common in ordinary writing.

1. *Development by definition.* Frequently it becomes necessary to expand a definition beyond that given in the dictionary in order that the meaning may be perfectly clear. Or it may be that a special meaning is required for a certain term. In such a case an analysis of the term must be made.

EXAMPLE

What is it that we mean by literature? Popularly, and among the thoughtless, it is held to include everything that is printed in a book. Little logic is required to disturb that definition. The most thoughtless person is easily made aware that in the idea of literature one essential element is some relation to a general and common interest of man, so that what applies only to a local or professional or merely personal interest, even though presenting itself in the shape

of a book, will not belong to literature. So far the definition is easily narrowed; and it is as easily expanded. For not only is much that takes a station in books not literature, but inversely, much that really is literature never reaches a station in books. The weekly sermons of Christendom, that vast pulpit literature which acts so extensively upon the popular mind — to warn, to uphold, to renew, to comfort, to alarm — does not attain the sanctuary of libraries in the ten thousandth part of its extent. The drama, again, as for instance the finest of Shakespeare's plays in England and all leading Athenian plays in the noontide of the Attic stage, operated as literature on the public mind, and were (according to the strictest letter of that term) published through the audiences that witnessed their representation, some time before they were published as things to be read; and they were published in this scenical mode of publication with much more effect than they could have had as books during ages of costly copying or of costly printing. (From *The Poetry of Pope*, by Thomas de Quincey)

2. *Development by specific details.* A very frequent method of developing a paragraph is that of making some general statement in the topic sentence and then enumerating the details that logically apply to it.

EXAMPLE

When water, not in a very great body, runs in a rocky bed much interrupted by hollows, so that it can rest every now and then in a pool as it goes along, it does not acquire continuous velocity of motion. It pauses after every leap, and curdles about, and rests a little, and then goes on again; and if in this comparatively tranquil and rational state of mind it meets with any obstacle, as a rock or stone, it parts on each side of it with a little bubbling foam, and goes round; if it comes to a step in its bed, it leaps it lightly, and then, after a little splashing at the bottom, stops again to take its breath. But if its bed be on a continuous slope, not much interrupted by hollows, so that it cannot rest, or if its own mass be so increased by flood that its usual resting-places are not sufficient for it but that it is perpetually pushed out of them by the following current before it has had time to tranquilize itself, it of course gains velocity with every

yard that it runs; the impetus got at one leap is carried to the credit of the next, until the whole stream becomes one mass of unchecked, accelerated motion. (From *Modern Painters*, by John Ruskin)

3. *Development by comparison or contrast.* Oftentimes a convenient way to make the reader understand what is unfamiliar to him is to compare it, or contrast it, with something about which he already knows. Comparison suggests points of both similarity and difference; contrast suggests only difference.

EXAMPLE

The work of a correct and regular writer is a garden accurately formed and diligently planted, varied with shades, and scented with flowers: the composition of Shakespeare is a forest, in which oaks extend their branches, and pines tower in the air, interspersed sometimes with weeds and brambles, and sometimes giving shelter to myrtles and to roses; filling the eye with awful pomp, and gratifying the mind with endless diversity. Other poets display cabinets of precious rarities, minutely finished, wrought into shape, and polished into brightness. Shakespeare opens a mine which contains gold and diamonds in unexhaustible plenty, though clouded by incrustations, debased by impurities, and mingled with a mass of meaner materials. (From *Preface to Shakespeare*, by Samuel Johnson)

4. *Development by causes or results.* Another form of paragraph development is that of making a specific statement and then giving either its causes or its results. Such paragraphs are common in both argumentative and expository writing.

EXAMPLE

Thus there is a writing upon the wall of cliffs at Cramer, and whoso runs may read it. It tells us, with an authority which cannot be impeached, that the ancient sea-bed of the chalk-sea was raised up, and remained dry land until it was covered with forest stocked with the great game, the spoils of which have rejoiced our geologists. How long it remained in that condition cannot be said; but "the whirligig of time brought its revenges" in those days as in these.

That dry land, with the bones and teeth of generations of long-lived elephants, hidden away among the gnarled roots and dried leaves of its ancient trees, sank gradually to the bottom of the icy sea, which covered it with huge masses of drift and boulder clay. Sea-beasts, such as the walrus, now restricted to the extreme north, paddled about where birds had twittered among the topmost twigs of the fir-trees. How long this state of things endured we know not, but at length it came to an end. The upheaved glacial mud hardened into the soil of modern Norfolk. Forests grew once more, the wolf and the beaver replaced the reindeer and the elephant; and at length we say the history of England dawned. (From *On a Piece of Chalk*, by Thomas H. Huxley)

5. *Development by repetition.* Repetition of words, phrases, or ideas is often used for the purpose of gaining force. The type of paragraph developed by this means is most frequently found in speeches.

EXAMPLE

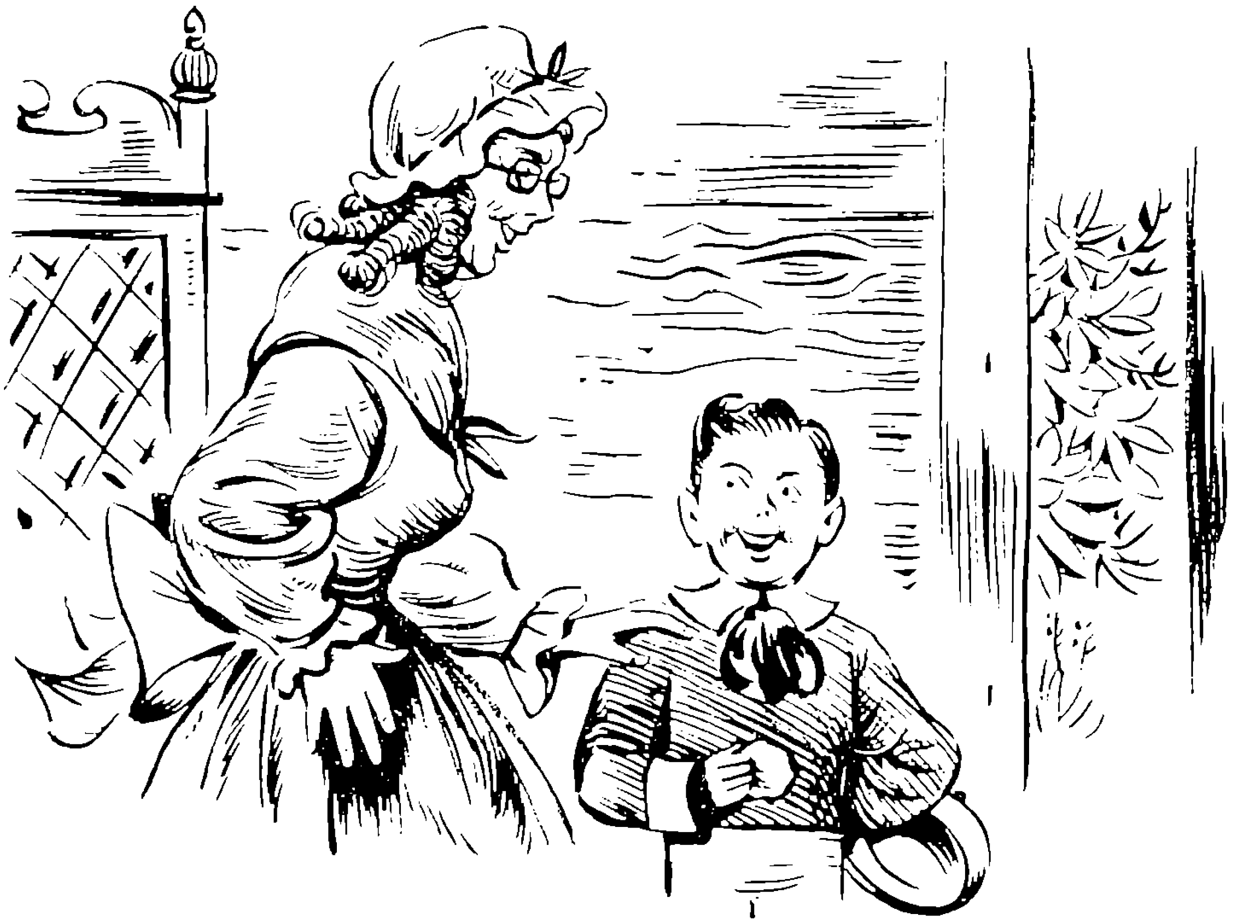
We have no selfish ends to gain. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of the nation can make them. (From Woodrow Wilson's Address to Congress, April 2, 1917)

6. *Development by example.* The truth of a statement is often made impressive by an example or illustration. This is a very common type of paragraph development.

EXAMPLE

I remember a touch of conscience in this kind at school. My good old aunt, who never parted from me at the end of a holiday without stuffing a sweet-meat, or some nice thing, into my pocket, had dismissed me one evening with a smoking plum-cake, fresh from the oven. In my way to school (it was over London Bridge) a grey-headed old beggar saluted me (I have no doubt at this time of day

that he was a counterfeit). I had no pence to console him with, and in the vanity of self-denial and the very coxcombry of charity, schoolboy-like, I made him a present of — the whole cake! I walked on a little, buoyed up, as one is on such occasions, with a sweet soothing of self-satisfaction; but before I had got to the end of the bridge, my better feelings returned, and I burst into tears, thinking



how ungrateful I had been to my good aunt to go and give her good gift away to a stranger that I had never seen before and who might be a bad man for aught I knew; and then I thought of the pleasure my aunt would be taking in thinking that I — I myself and not another — would eat her nice cake — and what should I say to her the next time I saw her — how naughty I was to part with her pretty present — and the odor of that spicy cake came back upon my recollection, and the pleasure and the curiosity I had taken in seeing her make it, and her joy when she sent it to the oven, and how disappointed she would feel that I had never had a bit of it in my mouth at last — and I blamed my impertinent spirit of almsgiving and out-of-place hypocrisy of goodness; and above all I wished never to see the face again of that insidious, good-for-nothing, old grey imposter. (From *A Dissertation upon Roast Pig*, by Charles Lamb)

WRITING CONVERSATION One of the most frequent uses of the paragraph is in writing conversation. In writing almost any kind of prose, conversation may be used. This might be true of your composition assigned in class, or of your personal correspondence.

The important things to remember in writing conversation are to punctuate it correctly and to make each speech a separate paragraph. Sometimes it is necessary to identify the speaker or to point out certain characteristics belonging to him. Such information is included in the paragraph with what he says.

In the following examples of conversation, observe closely both the paragraphing and the punctuation.

1.

"Hello," she said breathlessly, peering down at him from the bank; "what you got?"

He looked up at her with a glance of sober delight. "Look," he said. "I found it."

She slid down through the grass, landing in a flurry of sand beside him. "What is it?" she asked.

"It's a raft," he said, in mysterious tones. "It came through the river, and went here. I found it, and now it is mine."

"Maybe it belongs to somebody," she said. "Maybe it's valuable."

"Oh no," he said quickly; "I do not think so." He looked about him anxiously. "It is just an old thing," he said loudly.

The trouble was, she thought so too. She was not very sea-minded; and yet, because he had found it, she wished to admire it. "Will it float?" she asked.

He pointed to the end in the water, riding on its empty barrels. "Some of it does," he said.

"What about the other part?"

"I don't know," he said. "We could push it off, and see."

The two small bodies bent themselves into taut bows, shoving and tugging at the wet wood. "It's awful heavy," said Meg. All at once she stopped, and stood up, struck by a new thought. "If you push it out," she said, "and if all of it floats, it'll float right on down the river, won't it?"

Jeri hadn't thought of that. "We could tie it up," he said doubtfully.

"With what?"

He hadn't thought of that, either. "Well," he said, "I could go back to the scow, and get some string."

"I'll come too, said Meg boldly. (From *The Sea-Gull Cry*, by Robert Nathan)

2.

The sound of a knock on the side door startled her. She lifted her head and listened. After a minute or two it came again very quietly. She took up the lamp and went into the entry. The key stuck briefly in the lock and she shook it.

"Who is it?" she asked of the dark as she finally pulled the door open.

"It's Janowski from over on the next place. Stan Janowski."

He stepped into the range of her lamplight. She had never seen him near-by before and even now saw him only vaguely, a broad, stocky figure, bareheaded, with thick dark hair. His voice was deep and smooth, and he spoke almost in a whisper.

"It's too bad to trouble you this time of night. If your light had been out I wouldn't have. But one of the children over at the house is sick, and my mother thinks she'd better have a doctor. You see, we haven't got our telephone put in yet, and I thought maybe you'd be willing to call him. Or let me. If it wouldn't be too much trouble."

"Well, now, we haven't got a telephone either," Jen began.

"You haven't!" He sounded incredulous. "I wish I'd noticed that. I wouldn't have disturbed you.

"Disturb me!" laughed Jen. "You're no disturbance. It's a wonder I heard you at all, coming as easy as you did. No, father's never got around to having a telephone put in. We don't seem to see much need for it. They've got one up to my brother George's, though, third place up on the left, and at Hale's, and several places down along.

He hesitated.

"Well, thanks. They're probably all in bed by now. I don't believe I'll get them up. The baby'll be all right by morning. Thanks very much." (From *As the Earth Turns*, by Gladys Hasty Carroll)

B. Activities

Group I

a. Select an article of several paragraphs. Your textbooks or a magazine or newspaper should be good sources. Choose the main thought in each paragraph and show how it relates to the general topic of the article.

b. Below are listed several subjects. Imagine that you are going to write a composition upon each. Into how many natural divisions do you think each would fall; that is, how many paragraphs would each composition contain? What would be the topic of each paragraph and how would it relate to the subject?

1. Living successfully
2. Choosing a vocation
3. Budgeting one's time
4. The value of serious reading

Develop one of the above subjects into a composition with as many paragraphs as you think necessary for a complete understanding of it.

d. Read the following paragraphs carefully and then answer the questions below.

1.

Scarcely had we passed the heads before the land closed around us. The shores of the North Inlet were as thickly wooded as those of the southern anchorage; but the space was longer and narrower, and more like, what in truth it was, the estuary of the river. Right before us, at the southern end we saw the wreck of a ship in the last stages of dilapidation. It had been a great vessel of three masts, but had lain so long exposed to the injuries of the weather, that it was hung about with great webs of dripping seaweed, and on the deck of it shore bushes had taken root, and now flourished thick with flowers. It was a sad sight, but it showed us that the anchorage was calm. (From *Treasure Island*, by Robert Louis Stevenson)

2.

Yet, even with hope gone, the animal tenacity in me, as in every man, would not let me give up. Ever since the first

start, I had been preparing flares and firepots. Now, making one trip an hour, I hauled half a dozen more cans of gasoline to the surface. I then had twelve signal pots ready, consisting of tomato cans and a couple of gasoline tins with the tops cut away. Weighted down with snow blocks and covered with paper to keep the drift out, they were racked on the improvised bench on the roof. I stood up the kite in the veranda, at the foot of the ladder, with the line neatly coiled. There, too, I put the last of the magnesium flares, of which I had about half a dozen left. In a sense, I was preparing for a last stand. (From *Alone*, by Richard E. Byrd)

We may imagine a time when, in the infancy of the human race, some enterprising mortal crept into a hollow in a rock for shelter. Every child begins the world again, to some extent, and loves to stay outdoors, even in wet and cold. It plays house as well as horse, having an instinct for it. Who does not remember the interest with which when young he looked at shelving rocks, or an approach to a cave? It was the natural yearning of that portion of our most primitive ancestors which still survived in us. From the cave we have advanced to roofs of palm leaves, of bark and boughs, of linen woven and stretched, of grass and straw, of boards and shingles, of stones and tiles. At last we know not what it is to live in the open air, and our lives are domestic in more senses than we think. From the hearth to the field is a great distance. It would be well, perhaps, if we were to spend more of our days and nights without any obstruction between us and the celestial bodies, if the poet did not speak so much from under the roof, or the saint dwell there so long. Birds do not sing in caves, nor do doves cherish their innocence in dovecots. (From *Walden*, by Henry D. Thoreau)

What is the topic sentence in each paragraph?

Does the author secure unity by sticking to the point? Does he secure singleness and completeness by using no unnecessary material and by omitting nothing that is necessary?

Are the sentences so related to each other and to the topic that coherence is secured?

Are the sentences arranged in logical order? Is that arrangement according to time or order of importance?

Do you observe any transition words or phrases?

Do the paragraphs "peter out" at the end? Are they weakened by the tacking on of an unimportant sentence at the end? Or are they emphatic, creating definite impressions?

Do they have "clincher" sentences? If so, is each effective in calling your attention to the main idea of the paragraph?

e. Bring to class several paragraphs from your reading. Explain by what methods you think they are developed. Select the topic sentence of each and tell whether the author has secured unity and coherence by sticking to his theme and by using an orderly arrangement of sentences.

f. Write a conversation of at least one page. Make your composition include some description and be sure that it is properly paragraphed and punctuated.

Group II

a. Select one of the subjects below and develop it into a composition of at least four paragraphs. Be sure that you have broken your subject up into four important parts and that each paragraph is related in a definite way to the general subject. See how smoothly you can express the relation of the paragraphs by the use of transition words.

1. The discipline of difficulty
2. The challenge of cheerfulness
3. A horrible hour
4. How to cultivate good habits

b. Compare the two paragraphs below. One is from a narrative, the other from a speech. What is the topic sentence of each? By what method is each developed? Is the thought in each single and complete? Does the author in each use time order or order of importance in putting the sentences together? Is coherence secured by the order used? Is emphasis obtained by the use of an effective "clincher" sentence?

1.

The mender of roads went home, with the dust going on before him according to the set of the wind, and was soon at

the fountain, squeezing himself in among the lean kine brought there to drink, and appearing even to whisper to them in his whispering to all the village. When the village had taken its poor supper, it did not creep to bed, as it usually did, but came out of doors again, and remained there. A curious contagion of whispering was upon it, and also, when it gathered together at the fountain in the dark, another curious contagion of looking expectantly at the sky in one direction only. Monsieur Gabelle, chief functionary of the place, became uneasy; went out on the house-top alone, and looked in that direction too; glanced down from behind the chimneys at the darkening faces by the fountain below, and sent word to the sacriston who kept the keys of the church, that there might be need to ring the tocsin by-and-by. (From *A Tale of Two Cities*, by Charles Dickens)

2.

Every man is said to have his peculiar ambition. Whether it be true or not, I can say, for one, that I have no other so great as that of being truly esteemed of my fellow-men by rendering myself worthy of their esteem. How far I shall succeed in gratifying this ambition is yet to be developed. I am young and unknown to many of you; I was born and have ever rema ned in the most humble walks of life. I have no wealthy or popular relations or friends to recommend me. My case is thrown exclusively upon the independent voters of the country, and if elected, they will have conferred a favor upon me for which I shall be unremitting in my labours to compensate. But if the people in their wisdom shall see fit to keep me in the background, I have been too familiar with disappointments to be very much chagrined. (From his *First Public Speech*, by Abraham Lincoln)

Which of the two paragraphs better illustrates " time order "?

c. Think carefully about each of the three subjects below. Break up each into at least three natural divisions. Each natural division is to be developed into a paragraph. Write the topic sentence for each paragraph and indicate by what method you

would develop each. Which composition would be an example of argument, which an example of explanation, and which an example of narration?

1. The importance of punctuality
2. How to cultivate the habit of punctuality
3. An instance of punctuality

d. Develop one of the above subjects in full.

e. Write three connected paragraphs using several of the transition words on page 219.

f. Write an original narrative or relate a familiar anecdote that will be at least a page and a half long. Make most of the composition conversation, but include two or three short paragraphs of description. Be sure of your paragraphing and punctuation.

Group III

a. Determine the method by which each of the following paragraphs is developed. Discuss the structure of each: topic sentence, unity, coherence, emphasis.

1.

Landscape painters, in general, pay too little attention to the discriminations of morning and evening. We are often at a loss to distinguish in pictures the rising from the setting sun, though their characters are very different both in the lights and shadows. The ruddy lights, indeed, of the evening are more easily distinguished, but it is not perhaps always sufficiently observed that the shadows of the evening are much less opaque than those of the morning. They may be brightened, perhaps, by the numberless rays floating in the atmosphere, which are incessantly reverberated in every direction, and may continue in action after the sun is set; whereas in the morning the rays of the preceding day having subsided, no object receives any light but from the immediate lustre of the sun. Whatever becomes of the theory, the fact I believe is well ascertained. (From *Forest Scenery*, by William Gilpin)

2.

There are many parts of the earth's face which offer the necessary combination of a certain wildness with a kindly variety. A great prospect is desirable, but the want may be otherwise supplied; even greatness can be found on a small

"A SCOTTISH MOOR WITH BIRCHES AND FIRS GROUPED HERE AND THERE"

scale; for the mind and the eye measure differently. Bold rocks near at hand are more inspiriting than distant Alps, and the thick fern upon a Surrey heath makes a fine forest for the imagination, and the dotted yew trees noble mountains. A Scottish moor with birches and firs grouped here and there upon a knoll, or one of those rocky seaside deserts of Province overgrown with rosemary and thyme and smoking with aroma, are places where the mind is never weary. Forests, being more enclosed, are not at first sight so attractive, but they exercise a spell; they must, however, be diversified with either heath or rock, and are hardly to be considered perfect without conifers. Even sand-hills, with their intricate plan, and their gulls and

rabbits, will stand well for the necessary desert. (From *The Ideal House*, by Robert Louis Stevenson)

3.

He is a small man with gray hair and gray stubble beard, and is invariably clad in a shabby surtout of snuff-color closely buttoned and half concealing a pair of gray pantaloons, the whole dress, though clean and entire, being evidently flimsy with much wear. His face, thin, withered, furrowed and with features which even age has failed to render impressive, has a frost-bitten aspect. It is a moral frost which no physical warmth or comfortableness could counteract. The summer sunshine may fling its white heat upon him, or the good fire of the depot-room may make him the focus of its blaze on a winter's day, but all in vain; for still the old man looks as if he were in a frosty atmosphere, with scarcely warmth enough to keep life in the region about his heart. It is a patient, long-suffering, quiet, hopeless, shivering aspect. He is not desperate — that, though its etymology implies no more, would be too positive an expression — but merely devoid of hope. As all his past life, probably, offers no spots of brightness to his memory, so he takes his present poverty and discomfort as entirely a matter of course; he thinks it the definition of existence, so far as himself is concerned, to be poor, cold, and uncomfortable. It may be added that time has not thrown dignity as a mantle over the old man's figure. There is nothing venerable about him; you pity him without a scruple. (From *Mosses from an Old Manse*, by Nathaniel Hawthorne)

4.

The attention which a wood-fire demands is one of its best recommendations. We value little that which costs us no trouble to maintain. If we had to keep the sun kindled up and going by private corporation action, or act of Congress, and to be taxed for the support of customs officers of solar heat, we should prize it more than we do. Not that I should like to look upon the sun as a job, and have the proper regulation of its temperature get into politics, where we already have so much combustible stuff; but we take it quite too much as a matter of

course, and, having it free, do not reckon it among the reasons for gratitude. Many people shut it out of their houses as if it were an enemy, watch its descent upon the carpet as if it were only a thief of color, and plant trees to shut it away from the mouldering house. All the animals know better than this, as well as the more simple races of men; the old women of the southern Italian coasts sit all day in the sun and ply the distaff, as grateful as the sociable hens on the south side of a New England barn; the slow tortoise likes to take the sun upon his sloping back, soaking in color that shall make him immortal when the imperishable part of him is cut up into shell ornaments. The capacity of a cat to absorb sunshine is only equaled by that of an Arab or an Ethiopian. They are not afraid of injuring their complexions. White must be the color of civilization; it has so many natural disadvantages. But this is politics. I was about to say that, however it may be with sunshine, one is always grateful for his wood-fire, because he does not maintain it without some cost. (From *Backlog Studies*, by Charles Dudley Warner)

5.

The great trouble is that civilization of today is still of a very low degree. We talk big and think small. Only a few of us even know how to read. We know our alphabet and we can spell out words and write them, but to read a book and understand what the author means is difficult. There are, for instance, books on bookkeeping that cover as much of the subject as may be taught, but there are very few who, by reading such a work are enabled to open a set of books and post and balance them. There are treatises on all kinds of subjects, but we cannot read them so that we understand what is written; we have not learned how. The accountant can read a treatise on bookkeeping and delight in it; the master builder reads a book on masonry, and while he already knows most of what is printed in it, he is elated to discover a few tricks that are new to him. But we need a long initiation in almost any subject before our reading about it is likely to be of value. (From "The Road to Arcady," in *Percolator Papers*, by Ellwood Hendrick)

6.

The truth, as I conceive it, is all the facts in their right or correct relation, the relation which they must bear to one another when the truth is attained. Thus the truth becomes an abstract thing, because we know *what* it is, although we may not know it. Rarely, indeed, are we able to gather all the facts in relation to a subject, on the one hand, or to correlate them, on the other; nevertheless, we must do this if we would know the truth. (From "Adventures in Philosophy," in *Percolator Papers*, by Ellwood Hendrick)

b. From some good collection read an essay of medium length. Study separately each paragraph to discover the topic sentence, method of development, the means by which the author secures unity and coherence, transition words or phrases, arrangement for emphasis, and the relation to the general subject.

c. Repeat *b* using a short story and observing paragraph structure where conversation is involved.

d. Develop the following topic sentences into paragraphs, using in each instance the method indicated:

1. To my mind education has a distinct meaning. (Definition)
2. It was a sunset such as one rarely sees. (Specific details)
3. Both novels and plays should have a place in our reading. (Comparison or contrast)
4. We are living in a world in which many things are out of joint. (Cause and effect)
5. I do not mean that one should pursue what is commonly called success. (Repetition)
6. Many of our famous writers have been great naturalists. (Example)

IV. SPEECH IMPROVEMENT

It is not unusual for people to be correct in their manners, fastidious in their dress, virtuous in their habits, but very careless in their speech. Now of all the virtues that go to make up a well-rounded personality good speech is among the first. One may dress attractively and conduct himself according to the best standards, but his real self is never revealed until he speaks. If there be no charm in his voice, we discount his personality right away. Even the most unobserving people are attracted by a pleasant voice and correct speech. In his play *What Every Woman Knows*, Sir James Barrie has Maggie say: "Charm — oh, it's a sort of bloom on a woman. If you have it, you don't need to have anything else; and if you don't have it, it doesn't matter much what else you have."

The charm that comes from good speech is anybody's for the cultivating. Constant attention to certain details will result in speech that is an asset.

A. Objectives

1. To develop a clear speaking voice that is both pleasing and easily understood
2. To discover that satisfactory speech depends upon posture, proper breathing, good enunciation, and correct pronunciation
3. To learn that one's speech habits are readily improved by developing skill in reading aloud

The Importance of Clearness and Pleasing Tones We are living in days when the human voice plays a more important part than ever before. Conversation, to be sure, has always been one of the favorite means of entertainment and of conveying information. But today there is increased demand for

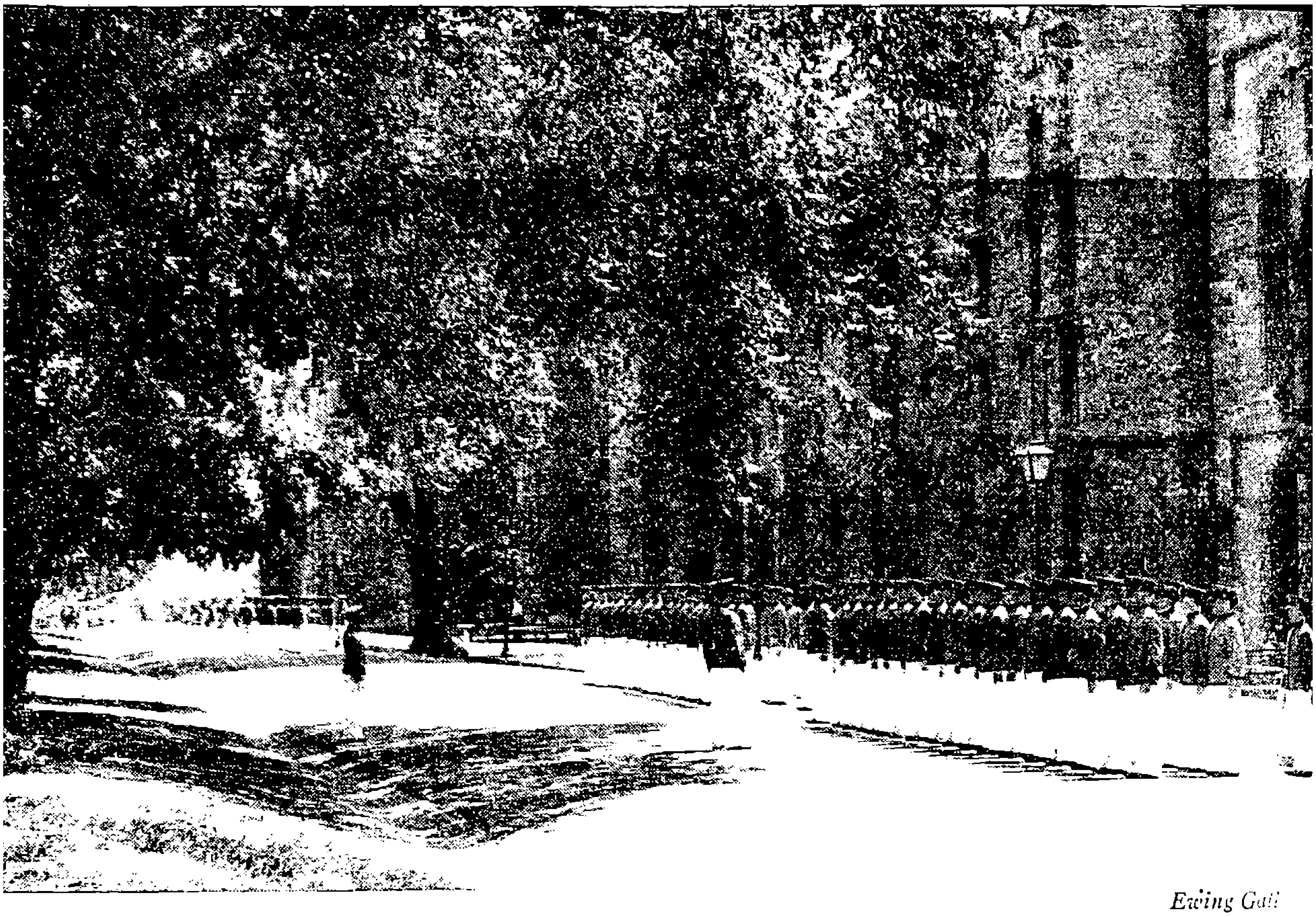
the use of the voice in public speaking, radio, the moving picture, and the telephone. From a purely practical point of view it is necessary to have a well-trained voice, for entrance into many of the professions and businesses depends upon perfection in speech. Public speakers are so numerous that their selection is often made with great discrimination. Competition in radio work is exceedingly stiff, and only those who excel find opportunity in the theater and moving pictures. Many business houses and professional institutions conduct speech schools for their employees. Advancement is more rapid for one who enters certain vocations with a voice already well trained and speech that is cultivated.

But clearness in speech and refinement in tones of the voice have an advantage not only in public use. In private conversation those who speak well are more popular. You have observed students cluster around individuals who talk well. You will discover the same thing to be true in later years. The voice with charm and speech that is clear and correct will always win friends.

To be able to express various moods, feelings, emotions, and attitudes with the voice is an accomplishment. Though in ordinary conversation the face, the eyes, the hands help to express personal reactions, yet in certain fields, such as the telephone and the radio, the voice is the only expression of personality.

POSTURE Singers, actors, and military men spend long periods in developing correct posture in connection with the production of a pleasing voice. Perfect control of the body, whether you are standing or sitting, is necessary in order to speak not only effectively, but easily. If attention to the way they carry themselves is important for those who develop the voice for special reasons, it is none the less so for all of us who depend upon our voices for everyday communication.

Whether for public speaking or for private conversation, a



Ewing Gall

THESE CADETS LEARN THAT PRECISION DEPENDS ON DRILL

few simple suggestions for practice will help produce the fullest and pleasantest tones.

1. *Keep your chin up.* Dropping the chin cuts off the air from the lungs and weakens the tone of the voice. Looking your hearer in the face not only makes talking easier and more distinct; it also gives your listener confidence in you.

2. *Stand erect with the chest lifted.* Whether you are sitting or standing, erect posture makes your appearance more attractive. But keeping the chest lifted means a greater supply of air in the lungs, and it is the adequate air supply that makes speaking both easier and pleasanter.

3. *Avoid awkward positions for the arms and hands.* That is not so difficult when one is sitting, though even then some people by nervous motions attract attention to themselves. Whether speaking in public or engaged in private conversation, you can acquire no worse habit than that of attracting attention to your body.

When standing, it is usually best to let the arms fall naturally at the sides. Putting the hands in the pockets is not objectionable unless it is done with frequent thrusts and withdrawals. When you speak before an audience, a book or paper in your hand may make you feel comfortable.

4. *Find a position for your feet that is both comfortable and inconspicuous.* When you are sitting, the best position for the feet is to place the heels directly below the edge of the chair, letting the legs hang straight from the knees down. Never cross the legs, though crossing the feet at the ankles is often permissible.

Experimenting with various positions will give you the easiest one for standing. If you place the heels together with the toes pointing out, you will find that it is not very natural. Place the feet in a parallel position with a space between them, and you will discover that the appearance is very awkward; neither will it be easy for any length of time. The best placement for the feet will usually be found to be parallel, with one slightly in advance of the other. By alternating the feet and shifting the weight of the body from one to the other, you will discover this to be the easiest position.

BREATHING Proper breathing is the first essential for good speech. We have already hinted that correct posture aids proper breathing. A few simple facts about the breathing apparatus will show you the significance of this element of good speech.

The trunk is a large cavity separated into two parts by a muscle called the *diaphragm*. The space above the diaphragm is called the *chest* or *thorax* and the space below is called the *abdomen*. The thorax is surrounded by the spine, the ribs, and the chest bone and is filled by the heart and lungs. Breathing consists of drawing air into the lungs (*inhalation*) and letting it out (*exhalation*). Inhalation and exhalation together are called *respiration*.

Inhaling increases the size of the thorax, and it may be done in two ways: by lifting the chest bone and ribs, thus keeping the air in the upper part of the thorax, or by keeping the chest bone and ribs rigid and breathing deeply, thus pushing the diaphragm down. The latter way is the one to practice, for it gives you greater air supply and makes it easier for you to speak.

There are also two ways of exhaling: by relaxing the muscles and letting the air out naturally, or by forcing the air out. The first way is employed by ordinary breathing; but the second is necessary for singing or speaking, for it is forcing the air out that sets the vocal bands into vibration and makes sound.

ENUNCIATION AND PRONUNCIATION If people were always careful about these two elements, they would be doing a great deal toward achieving satisfactory speech. Bad enunciation and incorrect pronunciation are ordinarily due to carelessness. Both can be overcome.

Good enunciation is merely speaking words distinctly. Bad enunciation is generally a result of lazy lips, teeth, and tongue, though in some cases it may be caused by physical defects. In the latter case, a physician or the school clinic should be consulted. A great deal has been done to help those who have had physical defects. Almost anyone can overcome bad enunciation. The remedy is care in the use of the speech organs (tongue, teeth, lips, and palate).

Incorrect pronunciation is a major defect in speech and in most cases stamps the user as careless and slovenly. It is not difficult to be reasonably correct in pronunciation. There are two ways to learn it: by listening to the speech of reliable people and by looking up words in the dictionary. The latter is the better way, though you should do both. You will often be surprised if you verify the pronunciation of careful speakers by looking up in the dictionary words which they use. Frequently you will find that the dictionary offers more than a

single pronunciation for the same word. In such cases follow the usage of the most careful speakers.

Enunciation and pronunciation, together with a careful choice of words, are called *diction.* Hence when one is accused of bad diction, he is enunciating badly, pronouncing incorrectly, or choosing his words carelessly. In too many cases he is committing all three errors.

A rasping or nasal voice and bad diction are among one's worst enemies. Socially and vocationally they may thwart one's advancement. There are no walks of life in which a good speaking voice and precision of speech are not valuable assets, and both may be acquired by anyone who seriously tries.

READING ALOUD One of the easiest and most effective ways to improve speech and voice is by reading aloud. Daily practice in this will do more for you than almost any other device. A few of the benefits of reading aloud are the following:

1. *It will give you poise.* If for a given exercise you assume the correct posture, that is, the posture which will enable you to read most easily and distinctly, whether sitting or standing, you will gradually acquire ease in both position and speaking.

2. *It will develop your appreciation for the sound of good words.* Many words with which you have long been familiar will have new significance for you if you read them aloud thoughtfully. As you speak them they will take on new beauty. Many new words will become friends, if you pronounce them correctly and clearly.

3. *Reading aloud will improve your enunciation and pronunciation.* Acquire the habit of never passing a word whose pronunciation you do not know. If you are preparing your reading in advance, it will be easy for you to consult a dictionary. If you are reading extemporaneously, check the words you do not know and look them up later.

In the matter of enunciation never let a bothersome word get the better of you. Re[illegible] it again and again until your

articulation is perfectly clear. Make every vowel full and every consonant distinct. Someone listening to you should tell you when you have said difficult words indistinctly.

4. *Reading aloud the expression of other people's thoughts will make it easier for you to give expression to your own.* By repeating well-constructed sentences or phrases which others have made, you will get the habit of following certain patterns in your own speech, and you will tune your ear to the sound of words and combinations of words which you can use yourself. You will observe to what extent one's speech is an imitation of that of others.

5. *You will learn to observe how others respond to your oral reading; hence you will have an idea of how they will react to your speaking.* If you read with precision and in pleasant tones, your friends will enjoy listening to you; and it will always be easy for you to tell whether your listeners are entertained or bored. If they take delight in your reading, you may be sure that they will take pleasure in hearing you talk. Remember that reading aloud, or conversation, or any other form of oral speech is primarily to give pleasure to others.

To read aloud well requires a great deal of careful preparation, but to do it successfully is worth all the practice and thought that one may put into the effort. There are a few things that you should do in preparation for reading aloud:

1. *Make yourself familiar with all the words in the passage which you are going to read.* Take no chances with those you are not sure about. Often the words a person thinks he can pronounce correctly and define accurately will bear verifying in the dictionary. When there is the least bit of doubt, make sure.

2. *Get the thought of the passage clearly in mind.* Sometimes this is not easy. It requires reading and rereading, often many times. Frequently the meaning of a selection dawns upon you suddenly after you have made several attempts at mastering it. One thing you will have to do, and that is to overcome the habit of reading word by word. To get the thought you will

have to experiment with various combinations and groupings of words. We call it *phrasing*. Ideas do not present themselves in individual words. The more you practice the art, the more intelligent your reading becomes and the more smoothly will you perform.

3. *Feel the meaning of the passage.* You are not ready to read aloud when you have only captured the idea of your selection. You must respond to it emotionally. You must make it your own. This you do by putting yourself for the moment in the place of the author. What did he mean when he wrote it? How did he feel?

4. *Read with expression.* When you have become familiar with all the words in your passage, captured the idea, and made it your own, then you are ready to read. Oral reading requires expression. If your reading is choppy, monotonous, or too rapid, it will not be interesting. You have already seen how ideas are expressed in phrases. It is necessary, therefore, for you to read in phrases; that is, you must acquire the habit of speaking a group of words together in a single breath. Furthermore, you must learn to pause adequately between phrases, and you must be as sure of the length of the pause as you are of the speed with which you speak the phrases themselves. This does away with the choppy or singsong effect so often heard in reading.

Don't spoil your reading by a monotone. Learn the art of inflection — placing proper emphasis upon each word. Nothing spoils oral reading like emphasizing the wrong words or phrases.

Remember, too, that different ideas call for different tones. You cannot apply the same tone to every passage. Serious thoughts require more earnest tones, while lighter thoughts may be spoken in easier or more frivolous tones. You wouldn't read a passage from the Bible in the same tone in which you would read a humorous poem. Be sure your tone suits your passage.

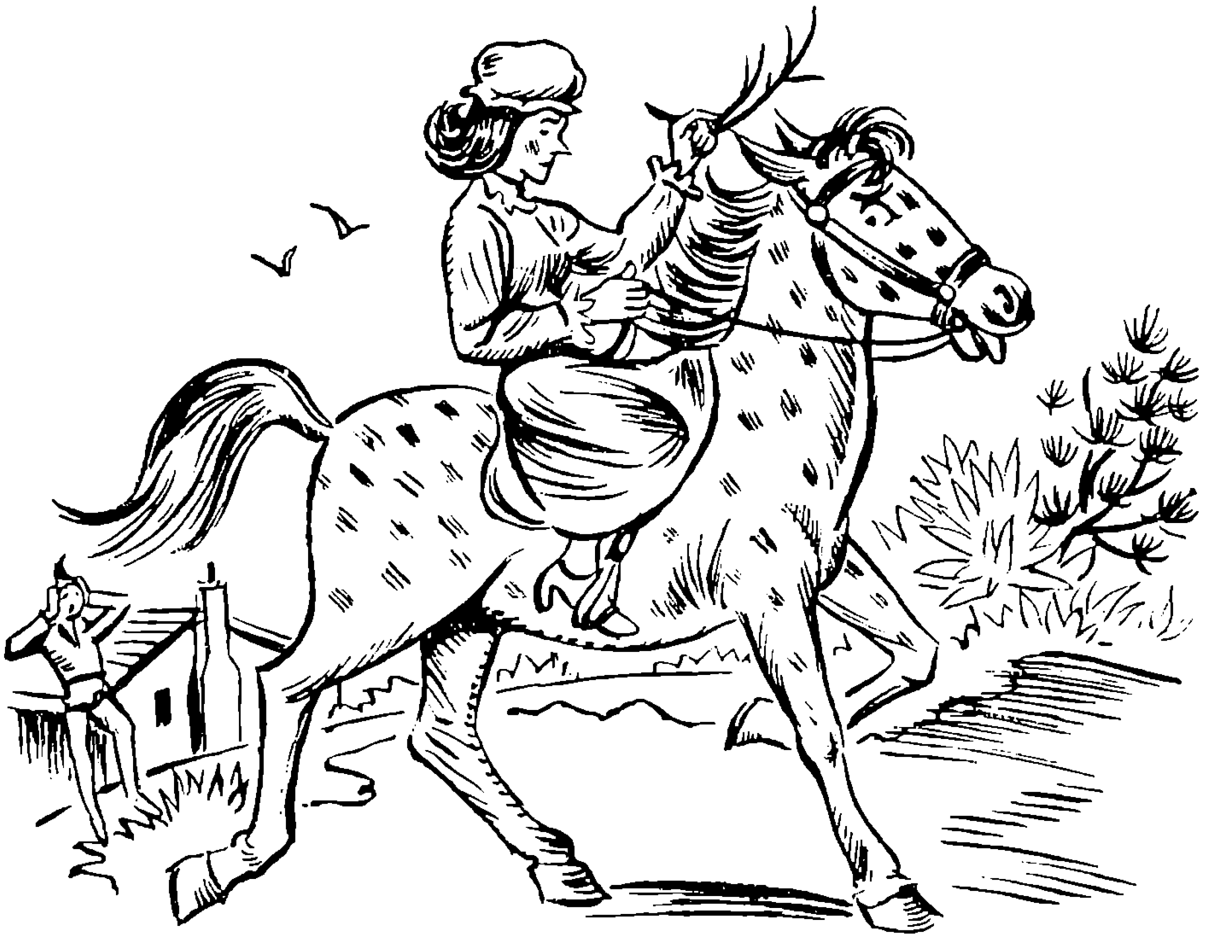
B. Activities

Group I

a. There are a great many exercises that will aid in improving posture, and a few should be practiced daily. The following may be done either in the classroom or at home. Your English teacher or physical education teacher will be able to supply others.

1. Stand erect. Inhale deeply through the nose until you feel yourself expanding at the waist. Exhale slowly. Repeat this exercise several times.
2. Take a deep breath and, as you exhale, slowly count aloud to 25.
3. Inhale a deep breath. Exhale slowly, counting as follows: 1, 2, 3, stop; 4, 5, 6, stop; 7, 8, 9, stop; 10, 11, 12.
4. Stand erect. Rise slowly on toes, hold for six counts, and return slowly. Repeat this exercise twelve times.
5. Stand erect. Raise the arms level with the shoulders and then let them drop of their own weight to your sides. Repeat twelve times.
6. Repeat exercise 5, each time raising the hands above the head and letting them fall to the sides.
7. With the hands on the hips rotate the body to the right twelve times; then to the left.
8. With the hands on the hips bend the body first forward and then backward twelve times.
9. With the arms extended rise on your toes and then, by bending the knees, sink as low as you can. Rise to the original position. Repeat twelve times. Increase the speed as rapidly as possible.
10. Stand erect. Empty the lungs. Inhale slowly, filling the bottom of your lungs first, until you feel the diaphragm being pushed down and the walls of the abdomen extending. Exhale slowly, counting 25. Try to increase the count.

b. Inhale slowly and deeply. While exhaling read aloud the following passages, holding the vowel sounds in the italicized words as long as you can:



1.

I had a little *pony*
 They *called* him *Dapple-gray.*
I *lent* him to a *lady,*
 To *ride* a mile *away.*
She *whipped* him, she *slashed* him,
 She *rode* him *through* the *mire.*
I *would* not lend my pony *now,*
 For all the *lady's hire.*

(*Mother Goose*)

2.

When he *heard* the *owls* at *midnight,*
Hooting, *laughing* in the forest,
"*What* is *that?*" he cried in terror;
"*What* is *that,*" he said, "*Nokomis?*"
And the *good Nokomis* answered:
"That is but the *owl* and *owlet,*
Talking in their *native language,*
Talking, *scolding* at each other."

(From "Hiawatha," by Henry Wadsworth Longfellow)

c. Give the class a short talk on how good speech is an asset to (1) a doctor, (2) a banker, (3) a radio announcer, (4) a mother, (5) an army or naval officer, (6) a hotel manager, (7) a policeman, or (8) a secretary.

d. Pronounce the following vowels, giving each the sound as in the word opposite:

a as in mate
a as in flat
ah as in palm
aw as in brawn
e as in seat
e as in set
i as in hide
i as in knit
o as in note
o as in odd
oo as in food
u as in unite
u as in cut
u as in cube

e. Mispronunciation of words is usually due to one of the following causes: omitting the sound of necessary letters, adding the sound of unnecessary letters, or altering the sound of letters. The list below contains words that are often enunciated or pronounced badly. Pronounce each one carefully. Then look up each in the dictionary and see how many you mispronounced.

acts	because	drawing
advertisement	bird	duty
American	bring	effect
architecture	broom	elm
athletics	can	era
aunt	can't	evil
automobile	catch	February
avenue	chiropodist	fifth
aviation	column	finally
bade	constitution	first
bath	different	for

forbade
girl
government
hail
hand
hang
hangar
hearth
hoist
hospitable
hundred
idea
influence
inquiry
interesting
Italy
just
kept
laugh
length
literary
morning
mountain
naturally
news
notify
oil
particularly
perhaps
pianist
poem
pretty
program
progress
real
recess
ring
romance
roof
room
round
running
sing
soil
stomach
strictly
student
theater
thing
this
town
Tuesday
twelfth
valuable
was
when
width
would you

f. Read aloud the following passages, grouping the words as indicated by the vertical marks. Pay special attention to your posture, enunciation, and pronunciation.

1.

The Sun came up upon the left, |
Out of the sea came he! |
And he shone bright, | and on the right
Went down | into the sea. |
(From *The Ancient Mariner*, by Samuel Taylor Coleridge)

2.

Great is the sun, | and wide he goes
Through empty heaven | without repose; |
And in the blue and glowing days |
More thick than rain | he showers his rays. |
(From "Summer Sun," by Robert Louis Stevenson)

3.

For many a petty king | ere Arthur came |
Ruled in this isle | and, ever waging war
Each upon other, | wasted all the land; |
And still | from time to time | the heathen host
Swarm'd over-seas, | and harried what was left. |
And so there grew great tracks of wilderness, |
Wherein the beast was ever more and more, |
But man was less and less, | till Arthur came.
(From *The Coming of Arthur*, by Alfred Tennyson)

4.

The clearing itself was pleasant | if the unweeded rows of young shafts of corn were not before him. | The wild bees had found the chinaberry tree by the front gate. | They burrowed into the fragile clusters of lavender bloom | as greedily as though there were no other flowers in the scrub; | as though they had forgotten the yellow jessamine of March; | the sweet bay and the magnolias ahead of them in May. | It occurred to him | that he might follow the swift line of flight of the black and gold bodies, | and so find a bee-tree, | full of amber honey. | The winter's cane syrup was gone | and most of the jellies. | Finding a bee-tree was nobler work than hoeing, | and the corn could wait another day. | The afternoon was alive with a soft stirring. | It bored into him as the bees bored into the chinaberry blossoms, | so that he must be gone across the clearing, | through the pines | and down the road to the running branch. | The bee-tree might be near the water. | (From *The Yearling*, by Marjorie K. Rawlings)

5.

I sat down on the side of the bed, | and commenced thinking about this head-peddling harpooner, and his door mat. | After thinking some time on the bed-side, | I got up and took off my money jacket, | and then stood in the middle of the room thinking. | I then took off my coat, and thought a little more in my shirt sleeves. | But beginning to feel very cold now, | half undressed as I was, | and remembering what the landlord said

about the harpooner's not coming home at all that night, | it being so very late, | I made no more ado, | but jumped out of my pantaloons and boots; | and then blowing out the light | tumbled into bed, | and commended myself to the care of heaven. | (From *Moby Dick*, by Herman Melville)

g. Copy the following passages on your paper. By vertical lines mark the words in groups as you think they should be spoken. Read the passages to the class, pronouncing the words as you have grouped them.

1.

The breaking waves dashed high
  On a stern and rock-bound coast,
And the woods against a stormy sky
  Their giant branches toss'd;

And the heavy night hung dark
  The hills and waters o'er,
When a band of exiles moor'd their bark
  On the wild New England shore.
(From "Landing of the Pilgrims," by Felicia Hemans)

2.

You should have heard the Hamelin people
Ringing the bells till they rocked the steeple.
"Go," cried the Mayor, "and get long poles,
Poke out the nests, and block up the holes!
Consult with carpenters and builders,
And leave in our town not even a trace
Of the rats!" When suddenly, up the face
Of the Piper perked in the market-place
With a "First, if you please, my thousand guilders!"
(From "The Pied Piper of Hamelin," by Robert Browning)

3.

He said to his friend — "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry-arch
Of the North Church tower, as a signal-light —

One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."
(From "Paul Revere's Ride," by Henry Wadsworth Longfellow)

4.

In the end the young man will be on his own anyhow. Some time, not very far away, he will have to find out for himself, with no grown-ups around to question. He will have to decide what a citizen of the great world of democracy should think and do about the terrific problems America faces — today, next year, ten years from now. (From an editorial in *Scholastic*, April 13–18, 1942)

5.

Again, the men who lived before the dawn of history left behind them many things which witness as to what manner of men they were. In ancient gravel beds along the streams where they fished or hunted, in the coves which afforded them shelter, in the refuse heaps on the sites of their villages or camping places, or in the graves where they laid away their dead, we find great quantities of tools and weapons and other articles shaped by their hands. From these things we learn what skill these early men had acquired as tool makers and to what degree of culture they had attained. (From *Ancient History*, by Philip Van Ness Myers)

h. From your own reading select several passages. Before reading them to your class, study them carefully to get acquainted with unfamiliar words and to get the ideas which the author expresses. Be sure you have a feeling for the passages before you read them aloud.

Group II

a. Read each of the following passages aloud several times, being careful to give each vowel its proper emphasis and to sound each consonant distinctly. You will find them good exercises for limbering up the tongue.

1.

Eerie, oarie, eekerie, Ann,
Fillison, follison, Nicholas, John,
Queary, quavy, English navy,
Sticklum, stacklum Buck.

2.

How much wood would a woodchuck chuck
  If a woodchuck could chuck wood?
He would chuck as much wood as a woodchuck would chuck,
  If a woodchuck could chuck wood.

3.

William Tremble-toe is a good fisherman;
Catches fish — puts them in a dish;
Catches hens — puts them in pens;
Some lay eggs — some lay none.
Wire, briar, limberlock, three geese in a flock,
One flew east, one flew west,
One flew over the cuckoo's nest.

4.

I am the pattern of a modern major-general;
I've information vegetable, animal, and mineral;
I know the kings of England, and I quote the fights historical
From Marathon to Waterloo, in order categorical;
I'm very well acquainted, too, with matters mathematical;
About binomial theorem I'm teeming with a lot of news —
With many cheerful facts about the square of the hypotenuse;
[*Joyfully*] With many cheerful facts about the square of the
hypotenuse!

(From *The Pirates of Penzance*, by W. S. Gilbert)

b. Copy the following passages on your paper. By vertical lines mark the words in groups as you think they should be spoken. Read the passages to the class, pronouncing the words as you have grouped them.

1.

"How they'll greet us!" and all in a moment his roan
Rolled neck and croup over, lay dead as a stone;
And there was my Roland to bear the whole weight
Of the news which alone could save Aix from her fate,
With his nostrils like pits full of blood to the brim,
And with circles of red for his eye-sockets' rim.

(From "How They Brought the Good News from Ghent to Aix," by Robert Browning)

2.

And then the troubador begins to thrill the golden street,
In the City as the sun sinks low;
And in all the gaudy busses there are scores of weary feet
Marking time, sweet time, with a dull mechanic beat,
And a thousand hearts are plunging to a lore they'll never meet,
Through the meadows of the sunset, through the poppies and
the wheat,
In the land where the dead dreams go.

(From "The Barrel Organ," by Alfred Noyes)

3.

This was the noblest Roman of them all:
All the conspirators, save only he,
Did that they did in envy of great Caesar;
He only, in a general honest thought
And common good to all, made one of them.
His life was gentle, and the elements
So mix'd in him that Nature might stand up
And say to all the world "This was a man!"
(From *Julius Caesar*, by William Shakespeare)

4.

I hope that it is not necessary for me to add that no word of what I have said is intended as a threat. That is not the temper of our people. I have spoken thus only that the whole world may know the true spirit of America — that men everywhere may know that our passion for justice and for self-government is no mere passion of words but a passion which, once set in action, must be satisfied. The power of the United States is a menace to no nation or people. It will never be used in aggression or for the aggrandizement of any selfish interest of our own. It springs out of freedom and is for the service of freedom. (From Woodrow Wilson's Address to Congress, February 11, 1918)

5.

On one of those sober and rather melancholy days in the latter part of autumn when the shadows of morning and evening almost mingle together, and throw a gloom over the decline of the year, I passed several hours rambling about Westminster Abbey. There was something congenial to the season in the mournful magnificence of the old pile, and, as I passed its threshold, it seemed like stepping back into the regions of antiquity and losing myself among the shades of former ages. (From *Westminster Abbey*, by Washington Irving)

c. Look up in the dictionary all unfamiliar words in the following paragraphs and arrange in your mind the grouping of the

words as you think they should be spoken. Read the passages aloud to the class, and, after reading each, tell briefly in your own words the idea contained in it.

1.

It is flattering to the parents that the boy asks them questions at all. Year after year he is building up his own outlook on life. He is making up his mind, gropingly, becoming a distinct personality of his own. And he does his parents the honor (not always deserved) of believing that they, from their older and wider experience, have worked out consistent answers to such problems, and have something to contribute that is worth listening to. If they are wise, they will not attempt to impose their opinions on their children's minds as the only and final gospel: "Believe this, or else —." They will talk calmly and thoughtfully of how it seems to them, and let the young people chew that over along with the other notions that float into their heads from heaven knows where. (From an editorial in *Scholastic*, April 13–18, 1942)

2.

The manners and customs of hundreds of years ago are not all of them so remote as they seem to be. Some of the most universal forms of what we term "ordinary good manners" of the present day go as far back as the days of chivalry. When a man lifts his hat to a woman today, he is carrying on the ancient tradition and performing an act of respect that was part of the vow of a chivalrous medieval knight. When a knight of old came into the presence of a lady, he took off his helmet to show that his trust in her and his respect for her were so great he felt it unnecessary to protect himself. For the same reason he would remove his gauntlet when he shook the hand of a friend. Many conventions that are considered rather fine to-day grew out of the customs of chivalry. (From *England of Song and Story*, by Mary I. Curtis)

3.

Thus the coming of the polar night is not the spectacular rush that some imagine it to be. The day is not abruptly walled

off; the night does not drop suddenly. Rather, the effect is a gradual accumulation, like that of an infinitely prolonged tide. Each day the darkness, which is the tide, washes in a little farther and stays a little longer; each time the day, which is a beach, contracts a little more, until at last it is covered. The onlooker is not conscious of haste. On the contrary, he is sensible of something of incalculable importance being accomplished with timeless patience. The going of the day is a gradual process, modulated by the intervention of twilight. You look up, and it is gone. But not completely. Long after the horizon has interposed itself, the sun continues to cast up a pale and dwindling imitation of day. You can trace its progress by the glow thrown up as it makes its round just below the horizon. (From *Alone*, by Richard E. Byrd)

4. THE FISHER'S BOY

My life is like a stroll upon the beach,
  As near the ocean's edge as I can go;
My tardy steps its waves sometimes o'erreach,
  Sometimes I stay to let them overflow.

My sole employment is, and scrupulous care,
  To place my gain beyond the reach of tides, —
Each smoother pebble, and each shell more rare,
  Which Ocean kindly to my hand confides.

I have but few companions on the shore:
  They scorn the strand who sail upon the sea;
Yet oft I think the ocean they've sailed o'er
  Is deeper known upon the strand to me.

The middle sea contains no crimson dulse,
  Its deeper waves cast up no pearls to view;
Along the shore my hand is on its pulse.
  And I converse with many a shipwrecked crew.

— Henry David Thoreau

d. Each of the following passages requires a different tone in reading. Study them carefully to get the idea in each and to acquire the proper feeling. Then read them to your class as you think they should be read.

1. TIME TO RISE

A birdie with a yellow bill
  Hopped upon my window sill,
Cocked his shining eye and said:
  "Ain't you 'shamed, you sleepy-head!"
— Robert Louis Stevenson

2. TO A BUTTERFLY

Stay near — do not take thy flight!
A little longer stay in sight!
Much converse do I find in thee,
Historian of my infancy!
Float near me; do not yet depart!
Dead times revive in thee:
Thou bring'st, gay creature, as thou art!
A solemn image to my heart,
My father's family.

O pleasant, pleasant were the days,
The time, when in our childish plays,
My sister Emmeline and I
Together chased the butterfly!
A very hunter did I rush
Upon the prey; — with leaps and springs
I followed on from brake to bush;
But she, God love her! feared to brush
The dust from off its wings.
— William Wordsworth

3. NATURAL HISTORY

The Whong is a bird with a crest of red
  That woggles its wings and flies,
Its beak to the rear and its tail ahead,
  To keep the sand out of its eyes.

The boggle backs into his hole at night
  For thus, he has shrewdly found,
That when he comes out in the morning light
  He needn't be turning around.

When all of our rivers shall dry or freeze
  And all of our oceans, too,
The Porgies and Flounders will climb the trees
  The way that the Elephants do.
— Arthur Guiterman

4.

We are fighting for the liberty, the self-government, and the undictated development of all peoples, and every feature of the settlement that concludes this war must be conceived and executed for that purpose. Wrongs must first be righted, and then adequate safeguards must be created to prevent their being committed again. We ought not to consider remedies merely because they have a pleasing and sonorous sound. Practical questions can be settled only by practical means. Phrases will not accomplish the result. Effective readjustments will; and whatever readjustments are necessary must be made. (Message to the Provisional Government of Russia, by Woodrow Wilson, May 26, 1917)

5. REQUIEM

Under the wide and starry sky,
  Dig the grave and let me lie.
Glad did I live and gladly die,
  And I laid me down with a will.

This be the verse you grave for me:
Here he lies where he longed to be,
Home is the sailor, home from the sea,
  And the hunter home from the hill.
— Robert Louis Stevenson

6. FABLE

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig";
Bun replied,
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

— Ralph Waldo Emerson

7. PSALM 122

I was glad when they said unto me, Let us go into the house of the Lord.

Our feet shall stand within thy gates, O Jerusalem.

Jerusalem is builded as a city that is compact together;

Whither the tribes go up, the tribes of the Lord, unto the testimony of Israel, to give thanks unto the name of the Lord.

For there are set thrones of judgment, the thrones of the house of David.

Pray for the peace of Jerusalem: they shall prosper that love thee.

Peace be within thy walls, and prosperity within thy palaces.

For my brethren and companions' sakes, I will now say, Peace be within thee.

Because of the house of the Lord our God I will seek thy good.

Group III

a. Select from one of your textbooks a passage of not less than 200 words that expresses a complete idea. Tell your class what that idea is and then read the passage to them to see if they agree with you. Be sure you know all the words and that you assume the correct posture for reading.

b. Choose a news story, an editorial, or a passage of explanation from some source and read it to your class. Your task is to convey to them the idea contained. Try to interpret it so that you will be successful. Select a passage that will take you at least two minutes to read.

c. The following passages are slightly more difficult to read than any that have preceded. Prepare thoroughly for an oral reading of them. Know all the words, get the idea, and develop the proper feeling for each selection. Choose carefully what you consider the proper tone in which to read each selection. Before reading the passage explain to the class the idea contained in it.

1.

It is but fair to say at the outset that as a people Americans are prone to irritation, and never so much so as when away from home. This does not arise from innate temperament so much as from the habits and customs to which we have long been used. A high standard of efficiency and comfort in our daily living results naturally enough in an equally high standard of expectation and demand. When we find ourselves in a country in which too much efficiency is suspected and too much comfort scorned, in which no one has hurried for centuries or has the slightest notion of hurrying now, we are faced with the necessity of adapting ourselves to a point of view vastly irritating in itself. We may stay and suffer through the process of adaptation, or we may leave. It matters not a whit to the English. (From *This England*, by Mary Ellen Chase)

2. SUNRISE

The lean coyote, prowler of the night,
Slips to his rocky fastnesses.
Jack-rabbits noiselessly shuttle among the sage-brush,

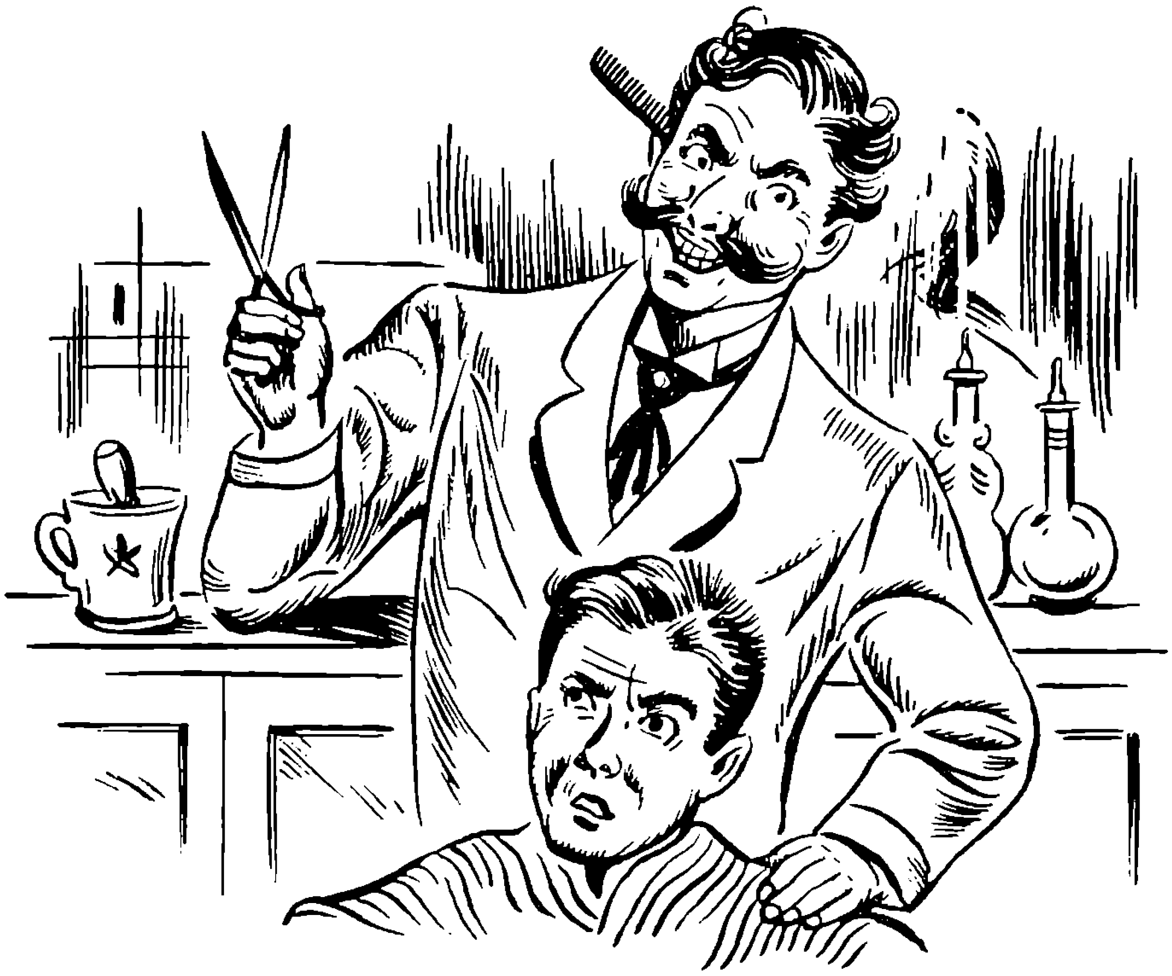
And, from the castellated cliffs,
Rock-ravens launch their proud black sails upon the day.
The wild horses troop back to their pastures.
The poplar-trees watch beside the irrigation-ditches.
Orioles, whose nests sway in the cotton-wood trees by the
    ditch-side, begin to twitter.
All shy things, breathless, watch
The thin white skirts of dawn,
The dancer of the sky,
Who trips daintily down the mountain-side
Emptying her crystal chalice
And a red-bird, dipped in sunrise, cracks from a poplar's
    top
His exultant whip above a silver world.

— Charles Erskine Scott Wood

And slowly answer'd Arthur from the barge:
"The old order changeth, yielding place to new,
And God fulfils himself in many ways,
Lest one good custom should corrupt the world.
Comfort thyself: what comfort is in me:
I have lived my life, and that which I have done
May He within himself make pure! but thou,
If thou shouldst never see my face again,
Pray for my soul. More things are wrought by prayer
Than this world dreams of. Wherefore, let thy voice
Rise like a fountain for me night and day.
For what are men better than sheep or goats
That nourish a blind life within the brain
If, knowing God, they lift not hands of prayer
Both for themselves and those who call them friend?
For so the whole round earth is every way
Bound by gold chains about the feet of God.

(From *Morte d'Arthur*, by Alfred Tennyson)

4. MIA CARLOTTA



Giuseppe, da barber, ees greata for "mash,"
He gotta da bigga, da blacka mustache,
Good clo'es an' good styla an' playnta good cash.

W'enevra Giuseppe ees walk on da street,
Da people dey talka, "How nobby! how neat!
How softa da handa, how smalla da feet."

He raisa hees hat an' he shaka hees curls,
An' smila weeth teetha so shiny like pearls;
O! many da heart of da seely young girls
He gotta.
Yes, playnta he gotta —
But notta
Carlotta!

Giuseppe, da barber, he maka da eye,
An' lika da steam engine puffa an' sigh,
For catcha Carlotta w'en she ees go by.

Carlotta she walka weeth nose in da air,
An' look through Giuseppe weeth far-away stare,
As eef she no see dere ees som'body dere.

Giuseppe, da barber, he gotta da cash,
He gotta da clo'es an' da bigga mustache,
He gotta da seely young girls for da "mash,"
But notta —
You bat my life, notta —
Carlotta.
I gotta!

— T. A. Daly

5. A NOISELESS PATIENT SPIDER

A noiseless patient spider,
I mark'd where on a little promontory it stood isolated,
Mark'd how to explore the vacant vast surrounding,
It launch'd forth filament, filament, filament, out of itself,
Ever unreeling them, ever tirelessly speeding them.

And you, O my soul, where you stand,
Surrounded, detached, in measureless oceans of space,
Ceaselessly musing, venturing, throwing, seeking the spheres
to connect them,
Till the bridge you will need be form'd, till the ductile anchor
hold,
Till the gossamer thread you fling catch somewhere, O my soul.

— Walt Whitman

6.

There is no fixed time in a man's life at which he comes to himself, and some men never come to themselves at all. It is a change reserved for the thoroughly sane and healthy, and for those who can detach themselves from tasks and drudgery long and often enough to get, at any rate once and again, a view of the proportions of life and of the stage and plot of its action. We speak often with amusement, sometimes with distaste and uneasiness, of men who "have no sense of humor," who take

themselves too seriously, who are intense, self-absorbed, over-confident in matters of opinion, or else go plumed with conceit, proud of we cannot tell what, enjoying, appreciating, thinking of nothing so much as themselves. These are men who have not suffered that wholesome change. They have not come to themselves. If they be serious men, and real forces in the world, we may conclude that they have been too much and too long absorbed; that their tasks and responsibilities long ago rose about them like a flood, and have kept them swimming with sturdy stroke the years through, their eyes level with the troubled surface — no horizon in sight, no passing fleets, no comrades but those who struggled in the flood like themselves. If they be frivolous, light-hearted, men without purpose or achievement, we may conjecture, if we do not know, that they were born so, or spoiled by fortune, or befuddled by self-indulgence. It is no great matter what we think of them. (From *When a Man Comes to Himself*, by Woodrow Wilson)

FOURTH PERIOD

(*Six Weeks*)

I. GRAMMAR

Adjectives and Adverbs

THE ESSENTIAL parts of speech are nouns, pronouns, and verbs. These constitute the fundamentals without which you could not make your ideas intelligible. Variety, shades of meaning, and beauty are expressed by other parts of speech. Adjectives and adverbs give character and color to what you say. Without them language would be meager and monotonous. By watching how distinguished speakers and writers use them and by practicing the use of them in your own oral and written composition, you may vastly enrich your language. Two warnings, however: observe clearly the distinction between the two, and do not overwork either.

A. Objectives

1. To review the classification and comparison of adjectives and adverbs
2. To learn to distinguish between the use of the two
3. To practice their use for the purpose of gaining skill in giving character to the spoken and written word

ADJECTIVES The parts of speech all have names that indicate their use. The word *adjective* is from a Latin verb which means "to add to." An adjective, therefore, is a word which is added to another word (a noun or pronoun) and which

changes or modifies or qualifies the meaning of the word to which it is affixed.

Adjectives both describe and limit. If you mention the word *trees*, you do not prescribe one's thinking about it; but if you add the adjectives *large* or *green*, you have described the trees and have made your listener or reader see a particular kind of tree. Likewise, if you add *four*, you have limited the trees to a certain number which the listener or reader sees. By the use of adjectives, therefore, we make our speech more colorful and more exact. Both descriptive and limiting adjectives may modify the same noun, as in *four green trees.*

In the place of a single word, a phrase or clause may be used as an adjective: *The trees* BY THE WALL *are oak trees;* or, *The trees* WHICH WE PLANTED *are fir trees.*

CLASSIFICATION OF ADJECTIVES Adjectives may be classified as follows:

1. *Descriptive Adjectives.* Most adjectives describe and are, therefore, called descriptive adjectives: *courageous*, *fragile*, *glorious.* Proper adjectives belong in this classification. Proper adjectives are those derived from proper nouns. Examples: *British*, *Scandinavian*, *Chinese.* Certain descriptive adjectives have other uses.

a. Abstract Adjectives. An abstract adjective is one that is used substantively like an abstract noun. *We reverence* THE GOOD *and* THE TRUE, and *He does not appear to know* RIGHT *from* WRONG.

b. Concrete Adjectives. A concrete adjective is one that is used substantively with a concrete noun understood after it. *The* GOOD *(people) have their reward* and *The* POOR *(people) we always have with us.*

2. *Limiting.* Adjectives which point out are called *limiting* adjectives. All adjectives that are not descriptive are limiting and may be further classified.

a. Pronominal. Pronominal adjectives are pronouns used as adjectives. There are three kinds of pronominal adjectives:

(1) *Possessive.* *Her* book, *His* automobile, *Their* house.

(2) *Demonstrative.* *This* time, *These* apples, *That* boy, *Those* trees.

(3) *Indefinite.* *Any* student, *Each* day, *Another* occasion, *Either* person.

b. *Numeral.* Numeral adjectives indicate how many or which one. There are two kinds of numeral adjectives:

(1) *Cardinals* indicate how many: *Two* days, *Thirteen* colonies, *Two thousand* people.

(2) *Ordinals* indicate which one: *Fifth* day, *Thirteenth* colony, *Twenty-first* man.

All the cardinals and ordinals may become nouns and take plural endings in some of their meanings.

Four have gone.
Two will be sufficient.
Our *nine* will play tomorrow.
They formed by *threes.*
Hundreds were killed.
The *fifth* was missing.

c. *Articles.* Articles may be either definite or indefinite.

(1) The definite article *the* points out one or more particular objects as distinct from others of the same kind. *The* boys are in *the* car.

The with a singular noun may indicate a *class* or *kind* of objects. It is then called the *generic article.* THE NOVELIST *often depicts true history.*

An adjective preceded by *the* may be used as a plural noun. THE THOUGHTFUL *are admired.*

(2) The indefinite articles *a* and *an* designate objects as merely members of a class or kind. *We took* A *ride; It was* AN *accident.* *An* is used before words beginning with a vowel or silent *h*, and *a* is used before all other words. *A* is also used before words beginning with the sound of *y* or *u:* AN *ostrich*, AN *honorable person*, A *school*, A *package*, A *university*, A *Yankee*, *Such* A *one.*

Adjectives may also be classified according to their position in the sentence.

3. *Attributive Adjectives* are those closely attached to nouns and pronouns and regularly precede them.

It was *sound* and *helpful* advice.

4. *Appositive Adjectives* are those added to nouns to explain, as nouns in apposition.

The city, *old* and *historical*, fascinated us.

5. *Predicate Adjectives* complete the meaning of predicate verbs, but describe or limit the subjects. Predicate adjectives are common after *is*, *become*, *seem*, *look*, *sound*, *taste*, *smell*, and *feel*.

The day *is bright.*
The air *feels cool.*
He *seems concerned.*

ADVERBS Adverbs are words or terms that modify or change the meanings of verbs, adjectives, and other adverbs. To them they give character and exactness just as adjectives do to nouns and pronouns.

The word *adverb* comes from the Latin which means "a word added." You begin to see how these "words added" (adjectives and adverbs) significantly change the quality of whatever we say or write. Adverbs are essential for variety and precision.

You already know that adverbs answer the questions *When? Where? How? How much?* The usual classification of adverbs is that of *time*, *place*, *manner*, and *degree*. You also know that phrases and clauses may be used as adverbs.

Learn to distinguish between adjectives and adverbs by finding what they modify. In some cases the same form of the word is used for both, as in the following sentences: *You guessed* RIGHT, and *How* FAST *our team plays.*

Two or three adverbs are bothersome. Remember *yes* and

no are adverbs performing the peculiar work of assenting or denying. *There* is often used to introduce a sentence; such as, *There came a great noise from the valley.* In that case it is called an *expletive.*

CLASSIFICATION OF ADVERBS Adverbs may be classified as follows:

1. *Simple Adverbs* are those which consist of single words; as *then, now, surely.*
2. *Compound or Derived Adverbs* are those made up of two or more words; as *elsewhere, thereupon, wherever.*
3. *Phrasal Adverbs* are those made up of two or more words and used idiomatically as a single adverb; as *between times, once in a while, up here, in the meantime.*
4. *Relative Adverbs* introduce subordinate clauses and in this use are similar to relative pronouns. In the sentence, *There is a field where we can pitch our tent, where* is equivalent to *in which.* Among the more common relative adverbs are: *after, as, before, how, since, till, until, when, whence, whenever, where, wherever, while,* and *whither.* Because of their similarity to conjunctions such words are often called *conjunctive adverbs.*

A clause introduced by a relative adverb may be either adjective or adverbial.

> That is the house *where I was born.* (Adjective)
> The bridge collapsed *where we were standing.* (Adverbial)

5. *Interrogative Adverbs* introduce questions.

> *Where* have you been?
> *Why* should I go?
> *How* many books have you read?

COMPARISON OF ADJECTIVES AND ADVERBS Adjectives and adverbs express different degrees of meaning, but in order to do that they undergo changes in their forms. This change in

form known as comparison. There are three degrees of comparison:

1. *The Positive Degree* is used when no comparison is made. It expresses simple quality: *large, fair.*

2. *The Comparative Degree* is used when a greater or lesser degree of quality is expressed: *larger, fairer.* It is used in comparing two objects.

3. *The Superlative Degree* is used to express the greatest or least degree: *largest, fairest.* It is used in comparing more than two objects.

Both comparative and superlative degrees are formed in three different ways:

Comparative

1. By adding the suffix *er: small, smaller*
2. By prefixing the word *more: careful, more careful*
3. By changing the word: *bad, worse*

Superlative

1. By adding the suffix *est: small, smaller, smallest*
2. By prefixing the word *most: careful, more careful, most careful* This method is usually applied to words of more than one syllable.
3. By changing the word: *bad, worse, worst*

RULES FOR SPELLING THE COMPARATIVE AND SUPERLATIVE

The following rules are helpful in writing the comparative and superlative degrees of adjectives.

1. Adjectives ending in silent *e* drop the *e* before comparatives in *er* and superlatives in *est: fine, finer, finest.*
2. Most adjectives ending in *y* change *y* to *i* before the ending *er* and *est: easy, easier, easiest.*
3. Adjectives having a short vowel and ending in a single consonant double the consonant before the endings *er* and *est: glad, gladder, gladdest.*

B. The Comparison of Some Common Adjectives and Adverbs

1. Those adding suffixes:

Positive	*Comparative*	*Superlative*
able	abler	ablest
bold	bolder	boldest
calm	calmer	calmest
clean	cleaner	cleanest
cleanly	cleanlier	cleanliest
close	closer	closest
dense	denser	densest
dirty	dirtier	dirtiest
drab	drabber	drabbest
easy	easier	easiest
fast	faster	fastest
frank	franker	frankest
gentle	gentler	gentlest
gory	gorier	goriest
great	greater	greatest
grumpy	grumpier	grumpiest
hardy	hardier	hardiest
healthy	healthier	healthiest
homely	homelier	homeliest
jerky	jerkier	jerkiest
kindly	kindlier	kindliest
lame	lamer	lamest
lean	leaner	leanest
loose	looser	loosest
mad	madder	maddest
musty	mustier	mustiest
nasty	nastier	nastiest
needy	needier	neediest
nifty	niftier	niftiest
odd	odder	oddest
plain	plainer	plainest

Positive	*Comparative*	*Superlative*
pretty	prettier	prettiest
prickly	pricklier	prickliest
prompt	prompter	promptest
pure	purer	purest
sad	sadder	saddest
salty	saltier	saltiest
severe	severer	severest
short	shorter	shortest
simple	simpler	simplest
skimpy	skimpier	skimpiest
skinny	skinnier	skinniest
tame	tamer	tamest
tense	tenser	tensest
tight	tighter	tightest
vain	vainer	vainest
vast	vaster	vastest
warm	warmer	warmest
wise	wiser	wisest
worldly	worldlier	worldliest

2. Those taking the prefixes *more* and *most:*

Positive	*Comparative*	*Superlative*
abiding	more abiding	most abiding
amorous	more amorous	most amorous
attractive	more attractive	most attractive
benevolent	more benevolent	most benevolent
benevolently	more benevolently	most benevolently
bountiful	more bountiful	most bountiful
bountifully	more bountifully	most bountifully
cautious	more cautious	most cautious
cautiously	more cautiously	most cautiously
comfortable	more comfortable	most comfortable
comfortably	more comfortably	most comfortably
delicate	more delicate	most delicate
delicately	more delicately	most delicately

Positive	*Comparative*	*Superlative*
delicious	more delicious	most delicious
famous	more famous	most famous
famously	more famously	most famously
ferocious	more ferocious	most ferocious
ferociously	more ferociously	most ferociously
gracious	more gracious	most gracious
graciously	more graciously	most graciously
grateful	more grateful	most grateful
gratefully	more gratefully	most gratefully
humorous	more humorous	most humorous
humorously	more humorously	most humorously
judicious	more judicious	most judicious
judiciously	more judiciously	most judiciously
knowingly	more knowingly	most knowingly
laborious	more laborious	most laborious
laboriously	more laboriously	most laboriously
lightly	more lightly	most lightly
magnificent	more magnificent	most magnificent
magnificently	more magnificently	most magnificently
nobly	more nobly	most nobly
outrageous	more outrageous	most outrageous
outrageously	more outrageously	most outrageously
promptly	more promptly	most promptly
satisfactory	more satisfactory	most satisfactory
satisfactorily	more satisfactorily	most satisfactorily
temperate	more temperate	most temperate
temperately	more temperately	most temperately
tragically	more tragically	most tragically
truthful	more truthful	most truthful
truthfully	more truthfully	most truthfully
vehement	more vehement	most vehement
vehemently	more vehemently	most vehemently
wasteful	more wasteful	most wasteful
wastefully	more wastefully	most wastefully
willing	more willing	most willing
willingly	more willingly	most willingly

3. Those that change the word:

Positive	*Comparative*	*Superlative*
bad badly ill	worse	worst
far th	farther further	farthest furthest
good well	better	best
late	later latter	latest last
little	less lesser	least
many much	more	most
nigh	nigher	nighest next
old	older elder	oldest eldest

4. Those that form the comparative and superlative in either of two ways:

Positive	*Comparative*	*Superlative*
bottom	——	bottommost
east eastern	(more eastern)	eastmost easternmost
end	——	endmost
——	(former)	foremost
front	——	frontmost
head	——	headmost
hind	(hinder)	hindmost
left	——	leftmost
mid or middle	——	midmost or middlemost
north northern	(more northern)	northmost northernmost

Positive	*Comparative*	*Superlative*
out (adverb)	outer (utter)	outmost, outermost utmost, uttermost
south southern	(more southern)	southmost southernmost
top	——	topmost
up (adverb)	upper	uppermost
west western	(more western)	westmost westernmost

Some adjectives and adverbs because of their meaning may not be compared: *eternal*, *eternally*, *everlasting*, *everlastingly*, *here*, *infinite*, *infinitely*, *instantaneous*, *instantaneously*, *mortally*, *now*, *one*, *single*, *singly*, *straight*, *then*, *there*, *universal*.

C. Some DON'TS in the Use of Adjectives and Adverbs

1. Don't use adjectives for adverbs and adverbs for adjectives.

   Say, *She plays* WELL, not *She plays* GOOD; and, *I feel* BAD, not *I feel* BADLY.

2. Don't use two negatives.

   Say, *I have* NOT *time*, not *I* HAVEN'T *got* NO *time*.

3. Don't use *not* with *hardly*, *scarcely*, and *but*.

   Say, *I* CAN HARDLY *hear you*, not *I* CAN'T HARDLY *hear you; They* ARE SCARCELY *able to get along*, not *They* AREN'T SCARCELY *able to get along; We* HAVE BUT *one more day of school*, not *We* HAVEN'T BUT *one more day of school.*

4. Don't use *most* for *almost*.

   Say, ALMOST *everybody came*, not MOST *everybody came.*

5. Don't use *them* as an adjective.

   Say, *Are* THOSE *books yours?* not, *Are* THEM *books yours?*

6. Don't misplace *only*.

    Say, *We* ARE STAYING ONLY *a week*, not *We* ARE ONLY STAYING *a week*.

7. Don't use *this* and *that* with *here* and *there*.

    Say, *Look at* THAT BOAT, not *Look at* THAT THERE BOAT.

8. Don't say *kind of a* for *kind of*.

    Say, *I enjoy this* KIND OF *book*, not *I enjoy this* KIND OF A *book*.

9. Don't use *some place* for *somewhere*.

    Say, *Let's go* SOMEWHERE *this evening*, not *Let's go* SOME PLACE *this evening*.

10. Don't use *as*   *as* for *not so*   *as*. *As*   *as* is used in the affirmative and *not so*   *as* in the negative.

    Say, *It is* NOT SO *bad* AS *you imagine*, not *It is not* AS *bad* AS *you imagine*.

D. Some Examples of the Good Use of Adjectives and Adverbs

1.

It was so glorious out in the country; it was summer; the cornfields were yellow, the oats were green, the hay had been put up in stacks in the green meadows, and the stork went about on his long, red legs, and chattered Egyptian, for this was the language he had learned from his good mother. All around the fields and meadows were great forests, and in the midst of these forests lay deep lakes. Yes, it was right glorious out in the country. In the midst of the sunshine there lay an old farm, with deep canals about it, and from the wall down to the water grew great burdocks, so high that little children could stand upright under the loftiest of them. It was just as

wild there as in the deepest wood, and here sat a Duck upon her nest; she had to hatch her ducklings; but she was almost tired out before the little ones came; and then she so seldom had visitors. The other ducks liked better to swim about in the canals than to run up to sit down under a burdock and cackle with her. (From *The Ugly Duckling*, by Hans Christian Andersen)

2.

The figure that comes before me oftenest, out of the shadows of that vanished time, is that of Brown, of the steamer *Pennsylvania* — the man referred to in a former chapter, whose memory was so good and so tiresome. He was a middle-aged, long, slim, bony, smooth-shaven, horse-faced, ignorant, stingy, malicious, snarling, fault-hunting, mote-magnifying tyrant. I early got the habit of coming on watch with dread at my heart. No matter how good a time I might have been having with the off-watch below, and no matter how high my spirits might be when I started aloft, my soul became lead in my body the moment I approached the pilot-house. (From *Life on the Mississippi*, by Mark Twain)

3.

Through and through; through every plank and each rib, it thrilled for an instant, the whale obliquely lying on his back, in the manner of a biting shark, slowly and feelingly taking its bows full within the mouth, so that the long, narrow, scrolled lower jaw curled high up into the open air, and one of the teeth caught in a rowlock. The bluish pearl-white of the inside of the jaw was within six inches of Ahab's head, and reached higher than that. In this attitude the White Whale now shook the slight cedar as a mildly cruel cat her mouse. With unastonished eyes Fedallah gazed, and crossed his arms; but the tiger-yellow crew were tumbling over each other's heads to gain the uttermost stern. (From *Moby Dick*, by Herman Melville)

/ 4.

The Colonel only drew his rein, and, dismounting mechanically, contemplated the sight before him. The high, arched doors and windows were thrown wide to the summer air; from every opening

the bright light of numerous candelabra darted out upon the sparkling foliage of magnolia and bay, and here and there in the spacious verandas a colored lantern swayed in the quiet breeze. A sound of revel fell on the ear, the music of harps; and across one window, brighter than the rest, flitted once or twice, the shadow of dancers. But oh! the shadows flitting across the heart of the fair mansion's master! (From "Belles Demoiselles Plantation," in *Old Creole Days*, by George Washington Cable)

5.

Now came the solemn, silent evening. Long, blue, spiky shadows crept across the snow-fields, while a rosy glow, at first scarce discernible, gradually deepened and suffused every mountain-top, flushing the glaciers and the harsh crags above them. This was the alpen glow, to me one of the most impressive of all the terrestrial manifestations of God. At the touch of this divine light, the mountains seemed to kindle to a rapt, religious consciousness, and stood hushed and waiting like devout worshipers. Just before the alpen glow began to fade, two crimson clouds came streaming across the summit like wings of flame, rendering the sublime scene yet more impressive; then came darkness and the stars. (From *The Mountains of California*, by John Muir)

6.

A long way down that limpid water, chill and bright as an iceberg, went my little self that day, on man's choice errand — destruction. All the young fish seemed to know that I was one who had taken out God's certificate, and meant to have the value of it; every one of them was aware that we desolate more than replenish the earth. For a cow might come and look into the water, and put her yellow lips down; a kingfisher, like a blue arrow, might shoot through the dark alleys over the channel, or sit on a dipping withy bough, with his beak sunk into his breast-feathers; even an otter might float downstream, likening himself to a log of wood, with his flat head flush with the water top, and his oily eyes peering quietly; and yet no panic would seize other life, as it does when a sample of man comes. (From *Lorna Doone*, by Richard D. Blackmore)

E. Activities

Group I

a. Select the adjectives and adverbs in the following sentences. Distinguish between any that are phrases and any that are clauses.

1. The whole crowd suddenly disappeared into the woods.
2. In several places in the forest we found strange birds.
3. Between the path and the stream were many varieties of unusual flowers.
4. From where we stood on the hilltop we had a surprisingly good opportunity to see the whole panorama.
5. Packages of many colors and sizes were piled on the floor behind the door.
6. We watched the sun setting as long as we were able to see the last golden rays.
7. The entire party stopped at the gate which opened into the loveliest garden that we had ever seen.
8. By and by we heard again the same sound that had attracted our attention earlier in the afternoon.
9. Wherever you find space in the garden, place one of those bulbs which we recently bought.
10. Whenever Carl came upon a book that interested him, he read it with the most avid curiosity.

b. Place appropriate adjectives and adverbs in the blanks in the following sentences:

1. After a long ____ spell, we had a ____ rain which saved the life of our ____ garden.
2. ____ he met us at the door and ____ ushered us into the most ____ room.
3. Going ____ out of the house, George ____ mounted his bicycle and rode ____ down the street.
4. ____ Mr. Cornish spoke to our class, it seemed that everything in which we had a ____ interest ____ took on ____ meaning.
5. ____ and ____ in the woods were ____ signs of ____ animals.
6. Men and women who are ____ frequently have ____ difficulty in finding ____ positions in life.

7 By engaging in ____ conversation one ____ learns to be ____ in the presence of strangers.

8. The mansion is ____ much older than its ____ appearance indicates.

9. ____ there is an ____ ____ event taking place, Allen has the ____ habit of ____ being present.

10. Although it was a ____ experience, Paul insisted that he would not ____ go through it again.

The following sentences contain adjective and adverbial phrases. Rewrite the sentences, changing each phrase into a clause.

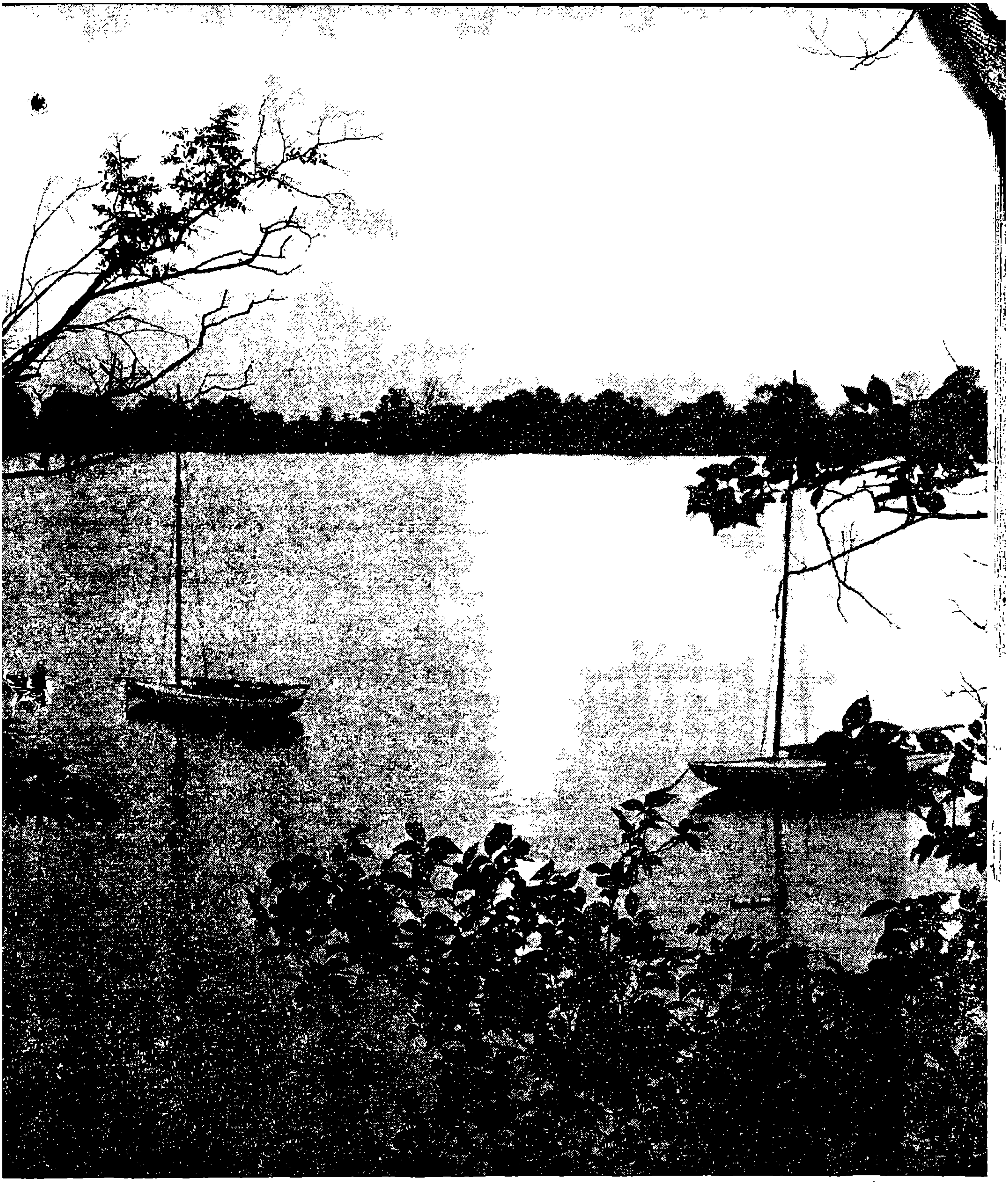
1. The boats at anchor looked clean and trim.
2. After the rain we took a long walk.

   In the morning we collected our baggage and finished our journey.

4. The stream flowing across my uncle's farm provides excellent fishing.
5. At low tide we dug clams and gathered the shells along the water's edge.
6. The clouds directly above us frequently hid the sun.
7. At the sound of the gun we sought the cabin at the edge of the woods.
8. I have always liked books of travel and adventure.
9. Upon your arrival, please do not forget the letter.
10. We shall call you or write you after reaching home.

d. Write fifteen sentences, each sentence illustrating one of the following. Underscore the word or expression which is your illustration.

1. A simple adjective
2. An adjective phrase
3. An adjective clause
4. A descriptive adjective
5. A pronominal adjective
6. An ordinal adjective
7. A cardinal adjective
8. An attributive adjective
9. An appositive adjective
10. A predicate adjective



Ewing Galloway

BEAUTY SUCH AS THIS IS A CHALLENGE TO THE POWER OF A WRITER

11. A simple adverb
12. A compound adverb
13. A phrasal adverb
14. A relative adverb
15. An interrogative adverb

e. Write sentences containing the comparative and superlative of the following adjectives and adverbs:

1. alert	11. nearly
2. ambitiously	12. nice
3. bright	13. noisy
4. courageous	14. pleasantly
5. fiercely	15. precious
6. huge	16. quickly
7. joyfully	17. richly
8. loyal	18. severe
9. luxuriously	19. true
10. merry	20. willingly

f. Place the appropriate adjective or adverb in each blank in the following sentences:

1. Between the two positions I think I should be ____ with the one in the bank.
2. Which of the two boys do you think ____ ____ to succeed?
3. Of all the books on the shelf I think this one will be ____ ____ to your taste.
4. Jane was a ____ reader, but Julia always read ____ ____.
5. We climbed both mountains in one day, but we found Mount Eddington by far the ____ ____ climb.
6. Arthur did ____ in the first test, but he is determined to do ____ on the next one.
7. I came to a decision ____ ____ than I expected; the problem was ____ ____ than I had thought.
8. If you will take the ____ of the two packages, we can make ____ ____ time.
9. A ____ ____ wind came up, but we got the boat into the dock ____ ____ than the bystanders thought possible.
10. The shore drive is the ____ of the two; but whichever you take, you will find it the ____ ride you ever had.

Group II

a. Classify according to type and position the adjectives in the following sentences:

1. Kind acts toward thoughtless people are never wasted.
2. Every person makes some sort of response to the beautiful.
3. The unfortunate seem always to be provided for.
4. All my studies, interesting and uninteresting, have some value in them.
5. That occasion proved to be the most exciting in her whole life.
6. Any time you have to spare can be profitably spent in that desirable work.
7. It seemed good to be out where the air smelt pure and the breezes felt so cool.
8. After three anxious hours we received the telegram.
9. It was the first time I had ever tried such a thing, and it will be the last.
10. We had thought of securing three, but we discovered that two would be sufficient.

b. Classify each adverb in the following sentences:

1. It is now time to make plans for spring.
2. Wherever you find tracks you will certainly know that game has been about.
3. Every once in a while we caught glimpses of someone moving down by the stream.
4. When do you expect to come to the city again?
5. You will find everything exactly where you left it.
6. There will be a time when we can do things much more comfortably.
7. For the time being I am reading books that relate closely to the Civil War.
8. Why should we plan so definitely for an affair so far away?
9. It will be much better if I remain here while you go for help.
10. As we entered the room, we saw that everything had been conveniently arranged.

c. In each of the following sentences you will find a clause introduced by a relative adverb. Tell whether the clause is used as an adjective or an adverb.

1. I shall write when I know your address.
2. It was a time when everybody should have been in readiness.
3. We finally came to the house whence came the terrifying shrieks.
4. The hunter remained motionless until the dogs began to bark.
5. This is the very spot where we stood on that eventful occasion.
6. Several minutes elapsed before we were sure of the right direction.
7. As soon   have finished reading the book, may I borrow it?
8. It has been many weeks since we had any satisfying news.
9. The cities where we had the pleasantest visits were all in the South.
10. I shall never forget the day when you first arrived.

d. Copy the following sentences, selecting the correct form from the parentheses.

1. Louis was (much keener, much more keener) about the work than was his older brother.
2. Let us   (somewhere, some place) where the land has better drainage.
3. (This, This here) piece fits better than (any, any other) we have tried.
4. The coach remarked that the team had not shown (so, as) fine a spirit as he expected.
5. I was sure that not everybody in the party would agree to that (kind of a, kind of) plan.
6. We were (going only, only going) thirty miles an hour.
7. On the following evening I saw (these, them) spots again in the sky.
8. I was impressed because the kind old gentleman seemed so (sadly, sad).
9. (Almost, Most) all our time is taken up with our school work; we (can, cannot) scarcely get time for adequate recreation.

10. We all know that Philip felt (badly, bad), but we (couldn't, could) hardly believe that he would take it so (hard, hardly).

e. Rewrite the following sentences, changing each adjective phrase or adverbial phrase into a clause and each clause into a phrase. In each case which do you like better and why?

1. We felt that we ought to do most of the work while the morning was passing.
2. Minutes of idleness have their consequences; the days in the future make reckoning.
3. The path which went through the woods came out upon a farm by the stream.
4. Father thought the trees in the further corner of the orchard should be transplanted in a spot of sunshine.
5. As we were beginning the game, the odds seemed unfavorable.
6. I'm afraid the ideas of the class won't work out successfully.
7. The report which told of your success resulted in a state which was one of excitement.
8. During my absence many things which were interesting happened.
9. After his return there was a celebration which honored him.
10. While it was evening, we sat and told stories that were about our day's experiences.

f. Write sentences containing the comparative and superlative degrees of the following adjectives and adverbs:

1. annoying	11. liberally
2. bitter	12. magnificently
3. bountifully	13. natural
4. correctly	14. patiently
5. complementary	15. ravenous
6. disappointed	16. regally
7 distastefully	17. sensitively
8. extensively	18. sumptuous
9. ferocious	19. tensely
10. handy	20. worthy

Copy the following sentences, supplying any necessary articles and removing any unnecessary ones:

1. A black and white dog are often seen playing with the children at the corner.
2. The poor people are really suffering from the want of food. The artist was walking along the beach in the most peculiar kind of a garb.
4. The secretary and treasurer were not elected at the last meeting.
5. The type of a house you are looking for will be found in the next block.
6. To look at him you would think he is the perfect sort of an aristocrat.
7 The boys in the third and fourth form will put on a play during the intermission.
8. The coach and manager were concerned about the condition of the team.
9. The chair and table were placed in opposite corners of the room.
10. A red and blue sweater were offered me to make my choice from.

h. Copy the following sentences, placing the adverb *only* correctly in each:

1. I have been to the theater once in my life.
2. The library has one copy of the book.
3. We are planning to stay a month.
4. Mother said we could remain for a half hour.
5. Once did the birds appear during the afternoon.
6. The park is a short distance from our house.
7 A small number of people had gathered in the hall.
8. They have one boat for the entire camp.
9. Students were admitted to the performance.
10. Women's clothing is on this floor.

Group III

Explain which of the indefinite articles should be placed before each of the following words: *arch*, *aunt*, *author*, *awl*, *can*, *cousin*, *crucible*, *ditch*, *entity*, *ewe*, *harness*, *hair*, *hearth*, *heir*, *heather*, *herb*,

historian, hue, invasion, invitation, island, isthmus, oath, orb, ounce, ox, umbrage, umpire, union, university, use, usurper, yew, youth.

b. Determine the error in each of the following sentences. Rewrite them correctly.

1. Will you come right directly back?
2. This is more interesting than all the books I have read.
3. The teacher gave each of us two topics apiece to write upon.
4. Thompson is the best student of any in his class.
5. Occasionally now and then we have our dinner on the back lawn.
6. He is a light complexioned boy with fair hair and blue eyes.
7. Dora was the best musician of any in the orchestra and is equally well trained in the playing of all the instruments even the bass horn.
8. I have read entirely all of Kenneth Roberts's novels, and I think of all the others this is the one I enjoyed most of any.
9. We took the trip right in the middle of our vacation and we found it more exciting than any one we had while we were at camp.
10. The twins are both the same in most of their characteristics, but of the two Ellsworth does the most satisfactory work in most of their subjects.

c. Copy the following sentences, inserting in each blank the most appropriate adverb suggested by the verb:

1. The old man ambled ____ down the street.
2. She muttered something ____ under her breath.
3. The crust of the snow broke ____ beneath our feet.
4. A fierce gale swept ____ across the broad valley.
5. ____ Mr. Fulsom sauntered across the library to his favorite shelf of books.
6. Father looked up ____ from the newspaper which he was reading.
7. Edith ____ assented to the plans over which her brothers had worked so ____.
8. Performing small tasks ____ helps one to accomplish larger ones ____.
9. She asked the question so ____ that one could not ____ refuse.

10. After hunting ____ all the afternoon, the dog curled up ____ before the fireplace for the evening.
11. Elson dashed ____ into the room and threw his books ____ onto the table.
12. The bird fluttered its wings ____ several times and then ____ took flight from the bough.
13. ____ everyone gazed from one window to another, ____ waiting for the parade to appear.
14. The little dog struggled ____ with his huge adversary, having no notion of ____ giving up.
15. With its rays beaming ____ from the horizon, the sun rose ____ into the sky.

d. In the following sentences make such changes in the adjectives and adverbs as you think will improve their beauty and force. You may change words to phrases or clauses, phrases to words or clauses, or clauses to words or phrases. Avoid wordiness. Simplicity is always desirable.

1. Games that were played by the ancients have but little interest for boys and girls who live in modern times.
2. Active people find little spare time.
3. In idle hours I enjoy imaginary travels in other lands.
4. Many novelists who live America write stories about particular regions of the country.
5. When it is winter I think of how much I enjoy sports that I engage in during the summer.
6. During excited moments Hawley revealed characteristics that he was not known to possess.
7. He hastened with eagerness to tell the news which nobody had heard.
8. Julia spoke so rapidly that no one understood a word of her talk.
9. When the sun sets everything in nature is at its quietest.
10. In a crowd that is made up of so many people one sees many faces that he does not recognize.

Reread carefully the passages under *Some Examples of the Good Use of Adjectives and Adverbs*. Select all the adjectives and adverbs (words, phrases, and clauses) and tell what each modifies. Compare those that can be compared.

f. Change any adjective or adverbial phrases or clauses that you find into simple words and see how you like the effect.

g. Bring to class passages that seem to you to include unusually fine adjectives and adverbs. Read them to the class for criticism.

h. Make a list of twenty adjectives and adverbs not included under *B* and write their comparisons.

i. Write a paragraph of 150 words describing some person, place, or experience. Use as many effective adjectives and adverbs as you can. Try not to overdo their use.

II. GOOD WRITING

WRITING is as good as the individual sentences comprising it and as forceful as the manner in which they are combined. A good sentence is grammatically correct and so clear that its meaning cannot be misunderstood. Usually a sentence is clear if it be constructed according to the rules of grammar; certain bad formations in sentence structure result from unfamiliarity with particular rules. In order that your sentence structure may be more correct, and hence clearer, some of these regulations will now be presented for your study and practice.

A. Objectives

1. To observe that sentences become both clear and strong by the recognition of definite principles
2. To learn that some of those principles are:
   Syntactical redundance
   b. Ellipsis
   c. Incorrect omissions
   d. Unity
   e. Misplaced modifiers
   f. Parallel structure
3. To practice the writing of sentences that are free from errors in regard to these principles

SYNTACTICAL REDUNDANCE Syntax is the explanation of the relationship of a word to other words in a sentence. It is telling how and why a part of speech performs the office that it does. *Syntactical* means *according to the laws of syntax. Redundance* means *excess. Syntactical redundance,* then, is using more words than are necessary to perform a given piece of grammatical work.

Ewing Galloway

BALANCE, GRACE, AND ACTION—AS IMPERATIVE TO GOOD WRITING AS TO SUCCESSFUL SPORT

A common example of this error is the use of both a pronoun and its antecedent as subject of the same verb. It is illustrated by the sentence, *The days of the pioneers they were full of hardships can hardly realize*. *They* is redundant and should be omitted. *Days* is the subject of *were*.

Frequently a preposition is repeated or unnecessarily inserted. Observe how syntactical redundance is committed in the following sentences.

We had no money *with* which to buy our uniforms *with*.

The sentence requires but one *with*. One of them, preferably the latter, should be omitted.

A good illustration of historical novel is in *Northwest Passage*.

In is unnecessary, since *Northwest Passage* is the predicate nominative of *is*.

Ellipsis *Ellipsis* is the omission of one or more words, plainly understood, but necessary to make the thought complete or the meaning clear. A sentence in which one or more words are omitted is called an *elliptical* sentence. Such sentences are often necessary to avoid awkwardness and to create a style that is terse and forceful. A variety of ellipses are commonly found in good writing:

1. The subject is omitted.

(You) Come soon.
(I) Thank you.

2. The verb is omitted.

I work mornings; she, (works) afternoons.

3. Both subject and verb are omitted.

(It is) Page two, I think.

4. Parts of answers to questions are omitted.

When are you returning? (I am returning) Tomorrow.

5. Words in clauses introduced by *than* and *as* are omitted.

I made better time today than (I made) yesterday.
She is not so rapid a reader as Judith (is).

6. Words introducing subordinate clauses are often omitted.

He thought (that) he was correct.
Were I sure (If I were sure), I should not hesitate.

7. Words are omitted to avoid repetition.

Mr. Hawley will coach the play if he has time (to coach it).

Faulty Omissions Although some omissions are to be recommended, others are to be avoided, since they hinder completeness of thought and clearness of meaning. You will observe the danger of trying to be briefer than it is possible to be without ruining the sentence. Among the common faulty omissions are the following:

1. Subject

By going the back road was shorter.

Observe that *was* has no subject. The sentence becomes correct if written: *Going by the back road was shorter.*

2. Verb

I haven't, and shall not read the book.

The thought of the sentence is not complete without supplying the missing part of the first verb. The sentence will then read, *I haven't read and shall not read the book.*

3. Adjective

We needed a coach and critic.

One person is indicated.

We needed a coach and a critic.

Two persons are indicated.

4. Object

We wanted to buy and settle in the house at once.

This is a very awkwardly constructed sentence. As it is, *house* is the object of both the infinitive *to buy* and the preposition *in*. That, of course, is impossible. An object must be supplied for the infinitive *to buy*. When completed, the sentence will read, *We wanted to buy the house and settle in it at once.*

5. A preposition

> What were the books you asked?

This sentence is not complete without supplying the preposition *for*. It will then read, *What were the books you asked for?* The object of *for* is *which* understood. With the omission inserted, the completed sentence would read, *What were the books for which you asked?*

6. A conjunction

> The farm is as old or older than my father.

In this case it is necessary to insert the conjunction *as* and make the sentence read, *The farm is as old as or older than my father.* A rendering even better than that would be, *The farm is as old as my father, or older.*

UNITY Every piece of composition, whatever its length, should possess unity; that is, it should be the development of one thought. The completeness of the thought depends upon the length of the composition. An idea could be expressed in a sentence, or in a paragraph of two hundred words, or it could be developed into a book of hundreds of pages. Whatever the length of the composition, it should contain nothing unconnected with the idea, and it should omit nothing necessary to a clear understanding of the idea.

At present we are concerned with unity in the sentence. A sentence may have more than one subject and predicate and still possess unity, for it may contain thoughts which are parts of the main idea. If the minor thoughts are properly combined, they may be expressed so that the completed sentence has

unity, or *singleness*, or *completeness*. Observe the following sentences:

I spent the summer on a farm, and I greatly enjoy books of adventure.

A vacation which was a great adventure was the one I spent on the farm.

The first sentence contains two independent clauses — two subjects and two predicates — but they are in no way related to each other; hence there is no unity of thought. The second sentence contains one independent clause and two dependent clauses — three subjects and three predicates — but the two dependent thoughts are necessary to complete the main idea. It is a unified sentence.

In the hands of a careless writer a simple statement may develop into an unwieldy "run-on" sentence like the following:

Massachusetts is one of the country's most important states whose capital is Boston where the Battle of Bunker Hill was fought, which was an important battle of the Revolution, which resulted in our independence, though we have had other significant wars, such as the Civil War, which freed the colored people, who have made great progress in their conditions and have contributed much to American music.

MISPLACED MODIFIERS Every word or group of words used as modifiers in a sentence should be placed where they will be understood best. Misplaced modifiers may result in a great deal of confusion. Read the sentence, *He carried a package in his hand which was tied up in an old newspaper.* You will observe that the clause *which was tied up in an old newspaper*, which really modifies *package*, is placed so that it seems to modify *hand.*

One of the words most badly tossed about is *only.* You can see how confusing its misplacement may be as you read the following sentences:

Only Mary read the book.
Mary *only* read the book.
Mary read the book *only.*

Be careful to place correlative conjunctions before the words that are to be connected. In the sentence *Not only is Albany a historical but also an educational city* you will see that *not only but also* connect *historical* and *educational* and should be placed before these words as follows: *Albany is not only a historical but also an educational city.*

Another ambiguous construction is that of placing a modifier in such a position that it may refer either to what comes before it or to what follows it. This construction is illustrated in the sentence *He decided immediately to apply for the job.* Did he *decide immediately* or did he decide *to apply immediately?* One of two sentence forms is necessary to make the meaning clear: either *Immediately he decided to apply for the job* or *He decided to apply immediately for the job.*

PARALLEL CONSTRUCTION Good writing in sentence structure requires the observance of another principle known as *parallel construction.* This means that ideas that are similar in meaning should be expressed in the same grammatical form. Look at the following sentences:

He does his work diligently and with ease.

The author tells about his trip to the island and how he was treated by the natives.

In the first sentence *and* connects a word (*diligently*) and a phrase (*with ease*). It should connect two words or two phrases. The sentence has two possible constructions, either of which is correct: *He does his work diligently and easily* or *He does his work with diligence and with ease.*

In the second sentence *and* connects a word (*trip*) and a clause (*how he was treated by the natives.*) Correctly written, it would read, *The author tells about his trip to the island and his treatment by the natives* or *The author tells how he visited the island and how he was treated by the natives.*

B. Activities

Group I

a. Correct the following sentences by omitting the words that are not important:

1. The principal yesterday he said that we should have a holiday tomorrow.
2. We had no baskets in which to put our berries in.
3. The best story of adventure I have read is in *Two Years before the Mast.*
4. Everett had no ticket with which to get into the auditorium with.
5. Where did he say he is going to?
6. Each of us is to recite about some poem which he has learned.
7. I have written a paper of about five pages.
8. What we are going to do in life is a question about which everyone must think about sooner or later.
9. Our party came out of the woods from the same opening from which the others had come from.
10. James was a deserving boy of about fifteen years of age.
11. Henry finally found a job to which he was well equipped for.
12. Susan was unwilling to admit where she had been at.
13. The number of men on the squad was twice more than that of last year.
14. The chairman did not say from what country the speaker had just come from.
15. The class had not expected much from the boy to whom the teacher gave the highest mark to.
16. It was not possible for us to return back at the hour we had promised.
17. The species about which we are studying about are very interesting.
18. There were many exciting incidents in the book in which I had been reading in.
19. The Knights of the Round Table they were all followers of King Arthur.
20. We discovered that we were slowly approaching to the spot from which we had left from early in the morning.

b. Copy the following sentences, supplying and enclosing in brackets words which have been omitted. Which form makes the better sentence? Why?

1. Where were you yesterday? At school.
2. What did you say? Nothing.
3. Who entered? John.
4. Thank you.
5. Good luck.
6. What grade are you in? The tenth.
7. If possible, come at six o'clock.
8. We can go earlier if necessary.
9. George is older than I.
10. I like science better than history.
11. Thanksgiving comes in November; Christmas, in December.
12. My dog is better trained than Peter's.
13. This book will help you more than that.
14. Going alone? No, with my sister.
15. Best wishes.
16. Shall you be at the game? I certainly shall.
17. This store is more desirable for shopping than that.
18. If too warm, open the window; if too cool, turn on the heat.
19. Read any books yet? Yes, one in history, one in science.
20. Tell your father Mr. Burton called.

c. Copy the following sentences, supplying the words that are necessary to make them correct:

1. When a young boy, my father took me to the circus.
2. I have not and never will lie to save myself.
3. The captain, coach, and manager will decide the matter.
4. I have no belief or association with such people.
5. We were so distant we could not be heard.
6. Jerome is as quick or quicker than Michael.
7. I have not seen or heard from her since last summer.
8. When a freshman my father gave me a beautiful watch.
9. Jim wanted me to meet and go with him after school.
10. Did you enjoy or get nothing from the trip?
11. Landing a salmon is in some ways easier than a trout.
12. In the sports edition of the evening paper tells the scores of all the games.

13. It is a game which anybody may qualify.
14. He is a man of great sympathy and very generous.
15. Is your senior high school course as pleasant as your junior high school?
16. The action of the motor is as easy as our old one.
17. Our football captain is heavier than our baseball.
18. I always have and always will believe that success is due to faithful study.
19. They have not and probably will not make a reply.
20. He was neither thoughtful nor kind to his mother.

d. Rewrite the following sentences so that in each case unity is secured. In some cases you may have to make more than one sentence.

1. I hope you enjoy your trip and please tell me where tomorrow's assignment is.
2. The poet Tennyson was born in 1809, and Lincoln was born the same year.
3. Our newspaper has complete news of the country, and we have subscribed to it for another year.
4. We had a big rally in the auditorium this morning; and if we don't win the game this afternoon, we shall be disappointed.
5. Just as I came along the old path this afternoon, I heard the noise of a strange animal; and tonight I shall study my book on wild animals.
6. Mr. Ellsworth is an excellent science teacher, and our camera club has chosen him for faculty adviser.
7. I know that you are fond of my mother's cooking, and she is making pies for the church supper.
8. You will be interested in what I have to tell you, and I shall meet you at the club on Saturday.
9. He was a fascinating fellow, and he reminded me of someone I knew, and I could not think who it was.
10. I had everything stowed in the car, and I called my father, and he was telephoning to his office.
11. Joan is to spend the afternoon at my house; but as I have books to return to the library, I am going to do the errand while mother prepares lunch.

12. The radio is an amazing instrument, and last week I heard several educational programs, and one of them was very helpful in my science work.
13. If you arrive before I return, wait in the garden; and we shall enjoy a game of tennis before supper.
14. We came back from Canada by way of the White Mountains, and we had never seen them before; but unfortunately the weather was not clear for sightseeing.
15. I hope you enjoy your holiday and remember me to all my friends back home.
16. It was a bitter day in January, and we had more snow that month than in all the rest of the winter.
17. She opened the door quickly, and I have never before seen such a disorderly room.
18. In a few weeks there will be fishing, but I enjoy fishing in Miller Stream more than I do in Franklin Pond.
19. Julius received the award with an air of importance, but the audience was very uncomfortable all through Mr. Willard's speech.
20. The Civil War decided the fate of the Union, and the name of Lincoln will live forever.

e. Copy the following sentences, making the meaning clear by putting each misplaced modifier in its proper position:

1. He had nearly gone the whole distance.
2. I only shall stay at camp two weeks.
3. The little girl sitting on the steps with blue eyes is my sister.
4. Everyone brought a lunch to eat in his pocket.
5. We shall have a rally before the football game in the auditorium.
6. I caught a glimpse of the full moon standing by the window.
7. The committee decided at once to make a report.
8. There was one bed in the camp, which would accommodate only two.
9. Harriet has only written me once since Christmas.
10. A man will speak at the meeting called Mr. Harrison.
11. A dog came along the path that appeared to be lost.
12. A new library was erected in the village, which was a memorial to the first settler.

13. The book will be interesting both to boys and girls.
14. Newspapers are not only important to adults but also to students.
15. I found a plant with strange blossoms by the brook.
16. We met an old man walking on crutches with a scar on his cheek.
17. The admission only costs a dollar.
18. There are directions for making the cake in the cookbook.
19. He neither was agreeable in school or on the athletics field.
20. I gave the books to the library which I had read.

f. Find the error in each of the following sentences and rewrite them, making the necessary corrections:

1. I enjoy reading more than to engage in sports.
2. Mr. Tobey always likes his lunch at twelve and then to take a nap for an hour.
3. Mrs. Wilkins came wishing us a Happy New Year and to bring us one of her delicious fruit cakes.
4. Olsen was big but a coward.
5. I shall be glad if you arrive on time and to have some word from you in a few days.
6. With his hat on the back of his head and having a package under each arm, Thurston came whistling along the street.
7. On arriving at the station the team found themselves welcomed by a band and with all the students cheering.
8. As we were tired and wishing food, we made our way straight to camp.
9. Father threatened to take away my gun and that I should not go hunting again for the season.
10. I do my reading Sundays and whenever I have a few minutes during the week.
11. The gentleman sitting on the stage and who wears the gray suit is the mayor.
12. The book looked to be interesting, but which I discovered was very tiresome.
13. Mother's anxiety was due to my being so late and also on account of no one's being with me.
14. Father often tells me how he spent his boyhood on the farm and of his later experiences in college.

15. Everybody should practice thrift and to be generous to worthy causes.
16. The author tells of his hardships and how he met them.
17. Mr. Perry is the principal of our school and who coaches our teams.
18. One block below is a street to the left and which takes you directly to city hall.
19. The interesting qualities in Thomas are his earnestness, and he can always be trusted.
20. Each member pays dues and thus keeping our expenses paid.

Group II

a. Rewrite the following sentences, freeing each from errors of syntactical redundance:

1. Times like these they make it difficult for one to determine where he is at both economically and socially.
2. John Reed was a schoolboy of fourteen years old.
3. Adventures of that sort are things about which everybody thinks about some time in his life.
4. Our teacher he thinks we can read a number of pages double over that we read last year.
5. The committee having come to no decision, they asked for an extension of time in which to make the report in.
6. Looking in through the open door we could see an old lady of about seventy years of age busily at work about the kitchen.
7. Not knowing exactly where we were at, we decided to ask a few questions of the party approaching toward us from the foot of the hill.
8. Warren was determined not to give up the working of the problem upon which he had struggled for two hours to solve.
9. It finally became clear to us at last that the guide was not sure of the direction in which the path led to.
10. To find just the exact work in life to which one is best prepared for requires much thought and consideration.
11. The great heroes of whom we study about in history all had one thing in common — their faithfulness and devotion to the country.

12. It always seemed that when something worth while came into his life that he did not care enough to make the most of it.
13. Our audience was disappointingly small; but, however, we decided to give another production the following evening.
14. The rule was that if one missed two meetings in succession that he should pay a fine.
15. Among other things it was decided upon that the officers should constitute the executive committee.
16. One of the best suggestions for good speech is to talk in the style in which most careful speakers employ.
17. The ideals to which we try most faithfully to live up to are often most difficult to attain at.
18. You will find that one of the most gripping and exciting incidents in the story is that in which the author tells about the fights among the natives with whom he lived with.
19. Ted having decided upon the college he wished to attend, he made every effort to prepare himself adequately and competently for entrance.
20. Nearing to the spot where the incident occurred, we became interested in the old house about which so many strange people had gathered about.

b. In the following sentences tell which of the seven types of ellipses mentioned are illustrated:

1. My father attended Princeton; my uncle, Yale.
2. I shall visit you in Chicago if I have time.
3. Tell me. Do you have an interest in such things?
4. I thought it was later than it really was.
5. "What date is it?" "The fourth, I think."
6. "What should you say?" "Yes."
7. The team played far better than last week.
8. Merry Christmas!
9. If I can, I shall meet you at the dance this evening.
10. Had I any suspicion, I should have spoken less frankly.
11. My allowance is not so large as Henry's.
12. "What did you get for your birthday?" "Skates and books."
13. "How did they make out?" "Very well, I should say."

14. We go to my grandfather's house for Thanksgiving, and, to my uncle's for Christmas.
15. Come early, won't you?
16. Marjorie is interested in journalism; George, in music.
17. "What is the matter?" "Nothing. Just a little misunderstanding."
18. The team played much more satisfactorily than last year.
19. We thought we should have news before this time, but there seems no hope now.
20. Join us for the week end if you are able.

Indicate what has been omitted in each of the following sentences. Rewrite them, supplying the words that are necessary to make each sentence complete.

1. My house is as near or nearer to the library than yours.
2. On what page is the chapter she was asking?
3. In giving small amounts finally made up the total.
4. Herbert wanted to buy and ride a bicycle to work.
5. Joseph didn't and probably won't offer any apology for not keeping his word.
6. Jean insisted that by learning to skate was one of the best forms of exercise.
7. My mother says that when a little girl, my grandfather used to hold me on his knee by the hour.
8. The curious fellow ambled along as slow or slower than a snail, and he seemed very much absorbed in his dog, cat, and parrot.
9. When quite a boy, my father used to tell me stories in books that I hadn't and probably never shall read.
10. They did not and my opinion is they will not refer to the incident at all.
11. Although I have never met or talked with him, I am sure from what others say that he would take no pleasure or be concerned with such an affair.
12. When hurrying down street to catch the train, the clock in city hall struck two.
13. The lights were all out, and the windows closed.
14. While going up the stairs, a conversation took place between us about something we wanted but never discussed.

15. Not being sarcastic, Jane's voice is not so good as Evelyn's, and the feeling with which Evelyn sings is like a stone.
16. Our club is putting on a program which every member may participate and which everybody should take delight.
17. Standing on the peak of the mountain, the lake was smooth as ice and the clouds reflected in its surface.
18. We hurried so to be on time we forgot several articles which we needed.
19. The orchestra was in need of both a conductor and director.
20. We all wanted to meet and speak to the distinguished speaker.

d. The following sentences lack unity, some because they are incomplete, some because they are overcrowded with ideas having no relationship. Rewrite them, making a unified sentence out of each.

1. The rain falling in torrents all the morning; so that we did not dare venture out of doors.
2. Most of the party had gathered beneath the tree by the lunch table, the others were scattered about the playground.
3. Bret Harte wrote some of our best stories of the West, and he was born in Albany, New York.
4. Mr. Edison is president of the First National Bank, and he always reads the morning paper before going to his office.
5. Everyone regards him as the leading citizen in the village, he maintains an interest in every activity, whether among the young or the adults.
6. Every action of hers was interesting. The toss of her head, the swing of her arms, and her jaunty walk as she went down the street.
7. Never doubting the fact that men like that have actually lived and that many characters in books are reproductions of them.
8. It is an unusually clear day, the warden's tower is plainly visible on the top of the mountain.
9. No one is educated in vain, each has an important work to do.
10. Bert Snowden easily stood at the head of his class, but his early boyhood was spent largely in Europe.

11. I buy my books at Wharton's department store, which has one of the best stocks of photographic supplies in the city.
12. The shaft in the central part of the park, which had been erected as a memorial to those who had served in all our country's wars.
13. Dogs of that breed are exceedingly sensitive, they require most delicate training.
14. The customs of the Rumanians are very fascinating, and there is a large colony of them in the western part of the city.
15. We went all over that once, it ought not to be necessary to do it again.
16. The result being verv much as we expected, and nobody being in any way satisfied.
17 His voice showed the deepest emotion, it had a persuasive influence upon all who heard him.
18. He never got along well with his cousin either, they were always disagreeing in everything they undertook together.
19. Several of the early New England poets lived in Cambridge, but Boston is the capital of Massachusetts.
20. Our new neighbors moved in last week, and the daughter was the best student in the high school from which she came.

c. Combine the ideas in each of the following groups into one sentence. Be sure that the modifiers are so placed that each sentence is clear.

1. John Masefield is poet laureate of England. He was once a seafaring man.
2. Bancroft studied in England. England has some of the world's greatest universities. That was when he was twenty.
3. We have organized a new system. The system is in the hands of representatives of our home rooms. It is for the purpose of collecting subscriptions to the year book.
4. She was Martha Rowley. She married Albert Lawrence. She became a successful writer.
5. John Barker was very successful. He had very few opportunities when he was young. He overcame a great many hardships.
6. She sang beautifully. She had studied from early girlhood. She had some of the best teachers.

7. Peter and Barbara had the same interests. They shared responsibilities. That was when they were students. Now they enjoy a very enviable friendship.
8. His daughter came to live with him in the village. She had been a successful social worker. She did a great deal of good to the villagers.
9. The days were becoming longer. We had time for outdoor sports after school. We had been waiting for the opportunity.
10. We were fortunate to get Dr. Houghton to speak to our club. The members of the club are interested in natural science. Dr. Houghton has traveled extensively in the South Pacific islands.
11. He received a scholarship. It paid his tuition. He met his other expenses by working. Some of the work which he did was very disagreeable.
12. He was very unpleasant all the evening. He received no further invitations to the Jasper home. Mr. Jasper could have aided him greatly in getting a start in business.
13. A heavy snow had fallen in the night. We started in the morning as we had planned. We had a successful hunting trip.
14. Joseph's plans did not succeed. He was not frustrated. He started over again. He showed greater zeal than before.
15. Nine days had elapsed. We had very cheering news. A message came from my uncle. It said that Harold had arrived safely.
16. Clouds of smoke issued from the chimney. We could not believe the house was on fire. In a short time it was in ruins.
17. The snow fell heavily all the afternoon. It was the first storm of the season. It stopped towards evening.
18. The students all brought gifts. Each had bought his own. Each placed his gift in the large box. The large box was packed after the exercises in the auditorium.
19. Saturday mornings were given over to rehearsals. To get the play ready for production a great many rehearsals were necessary.

20. A direct path led across the park. The lake lay at the farther end of the path. The party was skating on the lake. They had been skating since noon.

f. Make one sentence from each of the following groups of ideas. Combine them in a way to secure parallel construction.

1. Our team played the same number of games that it did last year. It had fewer accidents. It had a much higher total score.
2. We heard their shouts. We returned to camp as quickly as possible. We discovered that they had been waiting for more than an hour.
3. Each member voted as he pleased. Each voted for the name of the club. Each voted for the number of members the club should have. Each voted for the amount to be charged for dues.
4. Norton had worked very hard. He had led his class. He had won the scholarship to college. (Use a series of participial phrases leading up to the final verb.)
5. We wanted a member of our class to visit the chamber of commerce. We wanted the representative to talk to the secretary about our endeavor. We wanted the representative to enlist the sympathy of the club.
6. Jack had performed with considerable thought. He did it with much deliberation. He acted, as always, with great courage. (Use a series of adverbs.)
7 Stanley wanted to equip himself thoroughly. He wanted to develop a good practice. And he wanted to be well thought of in the medical profession. These were his ambitions from boyhood. (Use a series of infinitives as the subject.)
8. The course presented the theory of selling. It acquainted the students with the manner in which customers should be met. It provided opportunity for the members of the class to come into contact with the leading businessmen of the city.
9. The students were keen to prepare a book that would represent faithfully the life of the school. They wanted it to sell at a price which the students could easily pay. They were eager that it should be a book which everyone in the class would be pleased to own.

10. Everyone on the committee had been appointed because he had a special talent. Each one was given a special piece of work to perform. Every member was to work independently of the others.
11. One's friends are sometimes attracted by similar tastes. They are sometimes attracted by talents which they do not possess. They always reflect one's personality.
12. Mr. Knowles wanted to know what the plan was. He was interested to discover who originated it. He was anxious to learn how we thought it could be carried out.
13. Carlton studied chemistry with great enthusiasm. He performed many unusual experiments. Because of his accuracy he was made an assistant in the laboratory.
14. Books are one of the greatest sources of entertainment. They furnish the greatest part of our information. They also serve as companions in our lonely hours.
15. Clifford made his way across the meadow. He walked deliberately halfway around the pond. He climbed the hill. After he had done these things, he sat down with his easel and sketched the remainder of the afternoon.

Group III

a. The following sentences illustrate some of the common errors in writing. Indicate the difficulty with each and rewrite each in a good, forceful style.

1. Pearson came as close or closer to getting the right solution as anybody in the class.
2. Mr. Everson was elected a director of the bank, He was appointed to the city planning commission, and he has for several years lived on a fruit farm and produced some of the finest crops in the country.
3. It was clear that the speaker was approaching to the climax of his speech and it was to be an appeal to all those who were listening.
4. In talking with Miss Taylor she said her class was studying the early period of American history.
5. Have you read or written a review of the book in which Mr. Thomas said that important chapter is in?

6. He had almost aroused the sympathy of the whole audience by telling the story of his exploits with wild animals in Africa which he said were the most thrilling he had ever had.
7. The commission was much more concerned with discovering how many people were in need of assistance than to find out what the specific want of each was.
8. The facts themselves and what the teacher had to say about them eventually impressed everyone in the class at last.
9. Weaver can't and won't try to understand how writing a few paragraphs each day makes the completing of the theme easier.
10. While walking along the path, a discussion arose between us about something which we had for a long time wanted but never had a chance to talk about.
11. His money had greatly improved conditions in the village, had helped a great many people, and the amount of sickness had been very much reduced.
12. Among my greatest pleasures are to meet and knowing people with individual talents who have accomplished interesting things in life.
13. Amazing inventions have been made in the last two generations, and among these are the radio and the telephone, and they have both simplified and complicated our social life.
14. The hour had gone by when we might have any hope of hearing news or to get to the place before our friends had made and put into effect other plans.
15. When captain of the team the school had great confidence in him, but it was not then known he possessed these undesirable traits.
16. He had made the offer, knowing the situation, recognizing the opportunity, and because he had a profound interest in what the organization was endeavoring to do.
17 She appeared on the porch suddenly, and I have never seen such a disheveled person, but she only remained for a minute.
18. The great events of which we read about in history had very strange beginnings, and it is very thrilling to observe

how little things could and did grow into such important results.

19. I enjoyed everything about him. His scholarship, his humor, his friendliness, and his generosity.
20. Where he was born, how he was educated, and about all his adventures we readily learned.

b. Study the sentences in the following paragraphs and determine by what means each is made clear and forceful.

1.

John Bull, to all appearance, is a plain, downright, matter-of-fact fellow, with much less of poetry about him than rich prose. There is little romance in his nature, but a vast deal of strong natural feeling. He excels in humor more than in wit, is jolly rather than gay, melancholy rather than morose; can easily be moved to a sudden tear, or surprised into a broad laugh; but he loathes sentiment and has no turn for light pleasantry. He is a boon companion if you allow him to have his humor and talk about himself; and he will stand by a friend in a quarrel, with life and purse, however soundly he may be cudgeled. (From *The Sketch Book*, by Washington Irving)

2.

What I must do is all that concerns me, not what people think. This rule, equally arduous in actual and intellectual life, may serve for the whole distinction between greatness and meanness. It is the harder because you will always find those who think they know what is your duty better than you know it. It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude. (From *Self-Reliance*, by Ralph Waldo Emerson)

3.

This is a delicious evening, when the whole body is one sense, and imbibes delight through every pore. I go and come with a strange liberty in Nature, a part of herself. As I walk

along the stony shore of the pond in my shirt-sleeves, though it is cool as well as cloudy and windy, and I see nothing special to attract me, all the elements are unusually congenial to me. The bullfrogs trump to usher in the night, and the note of the whip-poor-will is borne on the rippling wind from over the water. Sympathy with the fluttering alder and poplar leaves almost take away my breath; yet, like the lake, my serenity is rippled but not ruffled. These small waves raised by the evening wind are so remote from storm as the smooth reflecting surface. Though it is not now dark, the wind still blows and roars in the wood, the waves still dash, and some creatures lull the rest with their notes. The repose is never complete. The wildest animals do not repose, but seek their prey now; the fox, and skunk, and rabbit, now roam the fields and woods without fear. They are Nature's watchmen, — links which connect the days of animated life. (From *Walden*, by Henry David Thoreau)

III. BUILDING A VOCABULARY

WORDS POSSESS THE QUALITY OF COLOR

THE ESSENCE of good English is the use of words. Words have powers which very few people ever use to the full. They have the power of suggestion, causing one to recall experiences which he has already had or to imagine things which have never come into his world. They may have exactness, making precision possible in commercial and scientific work as well as definiteness in any kind of writing or speaking. And words also possess the quality of color, by which appeal is so often made to the emotions.

For some people acquiring new words is easy and natural; for others it is difficult, but perhaps the latter get greater enjoyment from using the words they acquire. In any case,

there is no accomplishment, either in speaking or in writing, equal to a good command of words.

Adding words to your vocabulary should be fun, and it will be if you approach the task with sympathy and curiosity. You may do it by using your knowledge of other languages, by the usual exercises, by reading, or by perusing the dictionary — whatever method you use, the success of your pursuit of new words will depend on how much you want to capture them.

In addition to the suggestions already made to you in this book, a few more devices will prove profitable.

A. Objectives

1. To learn to use synonyms, antonyms, and homonyms
2. To learn to recognize colorful words
3. To recognize the figurative use of words
4. To avoid overused words
5. To use specific and exact words
6. To make good use of slang.

SYNONYMS Words which are alike or similar in meaning are called synonyms. Thus *haste*, *hurry*, *speed*, *expedition*, *dispatch*, are synonyms. Accuracy of statement and clearness of expression are obtained by a discriminating selection of words from the rich store of synonyms.

In the English language there are many words whose meanings are almost synonymous, although no two mean precisely the same thing. It is the slight difference in shade of meaning that gives distinction to speech and writing.

The use of the dictionary is essential for a complete understanding of the value of synonyms. In a large dictionary they are treated adequately, appearing after the definition and labeled **Syn.** As you look them up, you will discover that they are arranged logically, the word that has the closest meaning to the vocabulary word coming first. The differences in shades of meaning are explained by illustrations.

ANTONYMS Nice distinctions in speaking and writing are often achieved by using words that are directly opposite in meaning. Such words are called *antonyms*. Thus *bondage* and *slavery* are antonyms of *freedom*. In writing a speech on freedom you might well use them for effective contrast: "We cherish our freedom and refuse to accept the principles of slavery that once kept men from developing their talents."

Antonyms are to be found in the dictionary following the synonyms and are labeled **Ant.** The arrangement is similar in that the first antonym is most definitely in contrast to the vocabulary word.

HOMONYMS There are in our language certain words, similar in form or sound, or related in meaning, which are frequently confused. With such words it is necessary to take unusual care to prevent extremely awkward writing. The only correct guide is the dictionary. By using it you may be spared considerable embarrassment.

Words in this category are called *homonyms*. They are illustrated by such common forms as the following: *accept, except; affect, effect*.

COLOR WORDS Sometimes words are used to make a personal appeal, to rouse the imagination, or to stir the emotion. Such words may be called *color words*. Poems and songs that play upon your feelings often contain them.

> "Be it ever so humble, there's no place like home."

Humble is a word that makes almost universal appeal. It strikes a sensitive chord in every reader.

The commercial world makes use of color words. Both printed advertisements and radio announcements employ words that are attractive and persuasive. Many of them are overdone and exaggerated; but when used with dignity and restraint, they may be very effective.

Color words are indispensable to the public speaker. By them he sways his listeners, making them feel as he wants them to feel and to respond as he wishes them to.

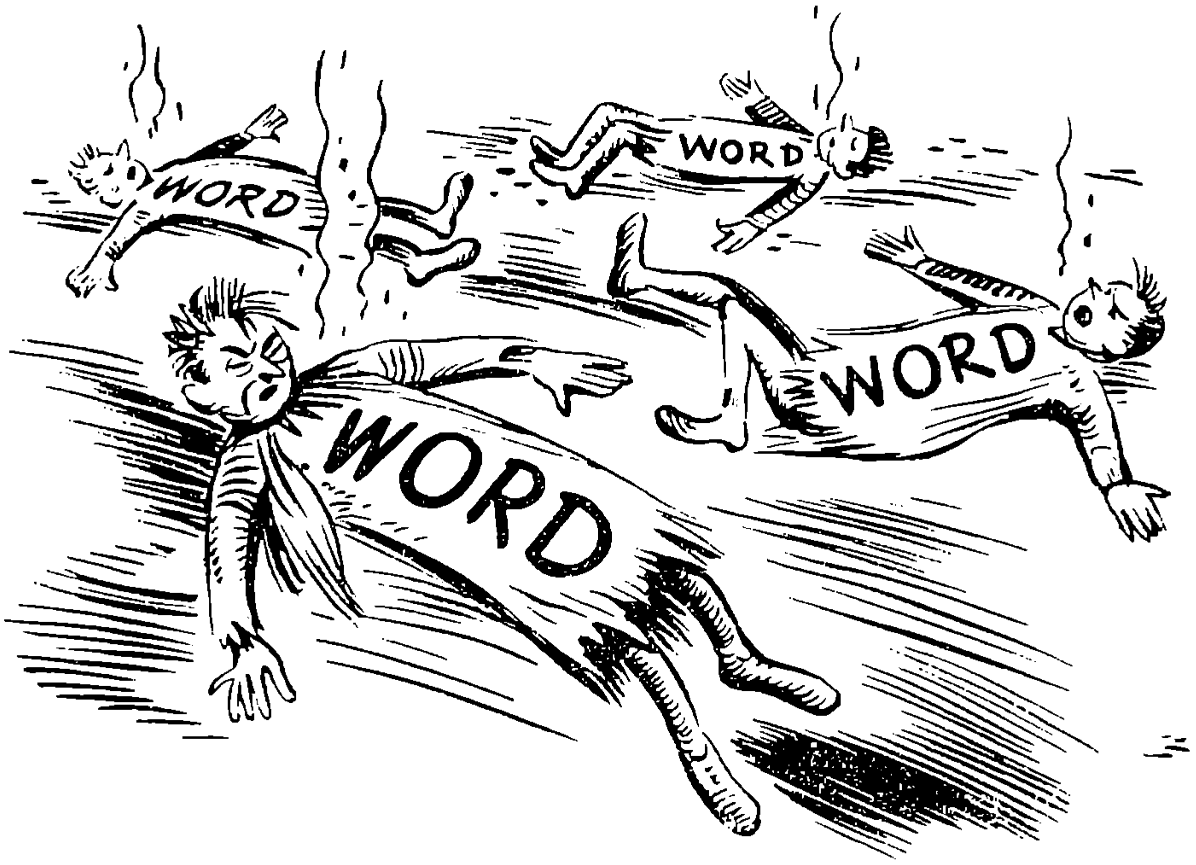
THE FIGURATIVE USE OF WORDS It would be interesting to know how much we learn by comparison. Expressing the various ways in which objects differ or resemble each other is one of the commonest methods of making meaning vivid. Thus if we say *He is as quick as lightning*, the reader gets a definite idea of speed that he would not get if we said simply, *He is very quick.*

Such expressions are called *figures of speech* because they represent likenesses or images of what we want to say.

There are many kinds of figures of speech. The most familiar are the *simile* and the *metaphor.* In the word *simile* you see a suggestion of the word *similar*, and that is precisely what it means. When you say that one thing is *like* another or behaves as another, you have used a simile. To have a simile you must always use the word *like* or *as.* And it is necessary to remember another fact: the objects compared must be in different categories. To say, *She is like her grandmother*, is not a figure of speech; but to say, *She is like a breath of spring* is to compare two things in different classifications.

The word *metaphor* means "to carry over" or "transfer." A metaphor shows the comparison between two objects by putting one in the place of the other. No word expressing the comparison, such as *like* or *as*, is used. *He is a fox* is a metaphor; and so is *You must get at the root of the matter*, because *root* is used for the word *bottom* or *source.*

Another figure of speech that is very often used is *personification.* It applies qualities of human beings to inanimate objects. The stars "blink" or the sun "smiles" on us. Very often things in nature are referred to as if they were human; in fact nature itself is frequently called "Mother Nature." Personification is an effective way of making things vivid to the imagination.



Worn-Out Words Words may become worn out or exhausted by overuse. Words that are perfectly good when used properly and sparingly tend to become drab and meaningless simply because they are overworked.

When you recall how frequently you hear such words as *say*, *go*, *get*, *nice*, *quite*, *pretty*, *sore*, *marvelous*, *fine*, you begin to have a great deal of sympathy for them. Surely at your hands they deserve a rest.

But the abuse they suffer is not only from overwork; they are often wrongly used. *Nice*, for instance, is applied to everything from a party to a pie. Yet the word really means "discriminating" or "accurate" and is correct in such a sentence as *He made a nice point in his argument*. Equally wrong is the use of *quite* in such expressions as *She is quite a fine student*, or *They remained quite a while*. *Quite* means "completely" or "wholly" and is correctly used in *The box is quite full*, *My work is quite done*, or *It is quite the fashion*

Exact Words Many words are worn out because too few people seek substitutes for them; many are also used in places they do not fit because people lack the right word.

Failure to increase your store of words will result in inability to say exactly what you mean. Your speech will then be both monotonous and inaccurate.

If you speak of a *tree*, you have used a very general term. A *perennial* is included in the term *tree*, it being one of the species that live year after year. *Elm* is a more specific word than *perennial*, and *slippery elm* is still more specific than *elm*.

You say that you *looked*, but exactly what did you do? Did you *survey*, *glimpse*, *view*, *spot*, *behold*, *peep*, *peer*, *gaze*, *squint*, *examine*, *leer*, *regard*, *discern*, *descry*, *scrutinize*, *glance*, *peek*, *pry*, *stare*, *gape*, or one of a dozen other words, all of which mean *look*? Although each means the same thing, yet each has a specific shade of meaning. To use *look*, therefore, when you meant to express something specific, is to fail to be exact and colorful.

SLANG A constant question is whether in good English it is permissible to use slang. A partial answer is that many accepted words began as slang. *Carpetbagger*, *bunkum*, *mob*, and *clumsy* belong to that group. Some of our current slang words may be good English in the making.

Often slang words are expressive, but more often they lack vigor and are meaningless and ugly. Some slang is just an extreme figure of speech; for example, take the expression, *He picked a lemon.*

There should be no hard-and-fast rule against the use of slang. There are, however, some very definite objections to the use of it in written English and to much use of it in speech. It may be vague and provincial, and it stands in the way of acquiring good words.

B. Examples of the Use of Words

UNUSUAL WORDS

The other scene belongs to the afternoon, not the languorous afternoon of the poets, but a season which is only the mellowing of the freshness of morning. It is a wide tract of pasture, backed by

little wooded hills, mostly oaks and beeches, but with clumps of tall Scots firs. Behind, fading into the sunset, are round-shouldered blue mountains. In the pasture there are shapely little coverts, as in the park of a great mansion. Through it winds a little river, very clear and very quiet, with long smooth streams and pools edged with fine gravel. The banks are open so that there is nothing to impede the angler. There are cattle at graze, and a faithful company of birds and bees. It is a place long settled and cared for, with the flavor of a demesne, a place in close contact with human life. (From *Pilgrim's Way*, by John Buchan)

Exact Words

First of all his tribe to fly, the red bat launches himself into the midge swarms. He is as plentiful as the nighthawks sweeping, calm and graceful, bird behind bird, through the tranquil earliest fall of twilight, as if migrating or going to some particular home. The red bat eddies and giddies and spews himself up out of vortices and swoops at the blackening surface of the pond like a swallow for a drink. He is an honest bat, who shows very little nasty temper and no particular fear of man or day. (From *A Book of Hours*, by Donald Culross Peattie)

Brown and silver, gray and black, moon-white and autumn russet, plumbeous pruinose, rusty and taupe, color of a mourner's cloak and a rustic's hat, the noctuid moths will come to a lantern in the woods, and to a sugared tree trunk where a mixture of molasses and beer will delight their airy appetites and lead them straight to capture. To cold scientific scrutiny, to the clapping on of names with which so far as they know they were not born and to which they certainly would not answer if called. (From *A Book of Hours*, by Donald Culross Peattie)

Color Words

BATTLE-HYMN OF THE REPUBLIC

Mine eyes have seen the glory of the coming of the Lord:
He is trampling out the vintage where the grapes of wrath are stored;
He hath loosed the fateful lightning of his terrible swift sword:
His truth is marching on.

I have seen Him in the watch-fires of a hundred circling camps;
They have builded Him an altar in the evening dews and damps;
I can read His righteous sentence by the dim and flaring lamps.
His day is marching on.

I have read a fiery gospel, writ in burnished rows of steel:
"As ye deal with my contemners, so with you my grace shall deal;
Let the Hero, born of woman, crush the serpent with his heel,
Since God is marching on.

He has sounded forth the trumpet that shall never call retreat;
He is sifting out the hearts of men before his judgment-seat;
Oh! be swift, my soul, to answer Him! be jubilant, my feet!
Our God is marching on.

In the beauty of the lilies Christ was born across the sea,
With a glory in His bosom that transfigures you and me:
As He died to make men holy, let us die to make men free,
While God is marching on.

— Julia Ward Howe

FIGURATIVE WORDS

I remember pushing up the train curtains, and seeing the pitching mountain landscape, the marching pines, the red clay, the brooks clean and noisy, the log cabins, and the boys clad only in trousers, the girl children with skirts to their bare feet, standing in the long early light, waving answer to the salute of the whistles — good whistles, benevolent iron dragon that hooted. Good curving rails, blistering with light ahead, with the southern balm. (From *A Book of Hours*, by Donald Culross Peattie)

A CEMETERY

This quiet Dust was Gentlemen and Ladies,
And Lads and Girls;
Was laughter and ability and singing,
And frocks and curls.

This passive place a Summer's nimble mansion,
Where Bloom and Bees
Fulfilled their Oriental Circuit,
Then ceased like these.

— Emily Dickinson

SLANG

"Oh, I reckon you'd have ended up about the same," said Bob Tidball, cheerfully philosophical. "It ain't the roads we take; it's what's inside of us that makes us turn out the way we do.

Shark Dodson got up and leaned against a tree.

"I'd a good deal rather that sorrel of yourn hadn't hurt himself, Bob," he said again, almost pathetically.

"Same here," agreed Bob; "he was sure a first-rate kind of a crowbait. But Bolivar, he'll pull through all right. Reckon we'd better be movin' on, hadn't we, Shark? I'll bag this boodle ag'in and we'll hit the trail for higher timber."

Bob Tidball replaced the spoil in the bag and tied the mouth of it tightly with a cord. When he looked up the most prominent object that he saw was the muzzle of Shark Dodson's .45 held upon him without a waver.

"Stop your funnin'," said Bob, with a grin. "We got to be hittin' the breeze."

"Set still," said Shark. "You ain't goin' to hit no breeze, Bob. I hate to tell you, but there ain't any chance for but one of us. Bolivar, he's plenty tired, and he can't carry double.

"We been pards, me and you, Shark Dodson, for three year, Bob said quietly. "We've risked our lives together time and again. I've always give you a square deal, and I thought you was a man. I've heard some queer stories about you shootin' one or two men in a peculiar way, but I never believed 'em. Now if you're just havin' a little fun with me, Shark, put your gun up, and we'll get on Bolivar and vamose. If you mean to shoot — shoot, you blackhearted son of a tarantula!" (From "The Roads We Take," in *Whirligigs*, by O. Henry)

C. Activities

Group I

a. Look up each word in the following sets of synonyms and discover the exact differences in their meanings:

1. animal, brute, beast
2. assist, help, second, support, relieve
3. bear, endure, stand, brook

4. blunt, dull, obtuse, stupid
5. call, shout, cry, waken, assemble, collect, muster
6. decline, droop, flag, dwindle, diminish
7. fear, dread, fright, alarm, dismay, panic, horror, terror
8. notice, remark, see, note, mind, regard, mention
9. spectators, crowd, audience, congregation
10. throw, fling, cast, hurl, toss

b. Write as many synonyms as you can for each of the following words:

1. brave	11. high
2. cowardly	12. interesting
3. crave	13. kind
4. delicious	14. little
5. drive	15. move
6. dull	16. say
7 eminent	17 see
8. fast	18. touch
9. go	19. try
10. good	20. want

c. Copy the following words and after each write its antonym:

1. above	11 heavy
2. bold	12. horrible
3. cheerful	13. lazy
4. companionable	14. limber
5. dare	15. meek
6. dim	16. noisy
7 eager	17 orderly
8. fearful	18. peaceful
9. gain	19. save
10. glory	20. wealthy

d. Study the following homonyms and write sentences which show the correct use of each word:

1. accept	4. dual
except	duel
2. born	5. decent
borne	descent
3. coarse	6. desert
course	dessert

7. lose
   loose
8. plate
   plait
9. pour
   pore
10. rain
    reign
    rein

e. Reread under *B* "The Battle-Hymn of the Republic" and pick out the color words that are effective in stirring the emotions.

f. Bring to class a list of ten phrases or slogans taken from advertisements and explain how they make special appeal.

g. Find the figurative words in the following sentences and explain what pictures they produce in the mind of the reader:

1. Trouble was brewing.
2. I could not grasp his idea.
3. The sun had begun his day's march.
4. Strange notions were sprouting in his mind.
5. The scientist practices in an unusual field.
6. It was a flight of the imagination.
7. My studies represent various branches of education.
8. The wind roared about the cabin door.
9. The speaker electrified the audience.
10. Competition spurred him on.

h. Write ten sentences in which you use figurative words.

i. The following sentences contain words that have been worn out by overwork. Copy them, substituting for each italicized word another word meaning the same thing but less frequently used.

1. We looked forward to having a *grand* time.
2. Our new neighbors seemed like very *nice* people.
3. It has been *quite* a time since I saw you.
4. The Fergusons have a *lovely* house.
5. It was a *terribly* long journey, but the scenery was *charming*.
6. Mrs. Treadwell served the most *elegant* cakes.
7. The *finest* collection of stamps was to be placed in the exhibit.
8. It was a *pretty* large crowd to get into so small a hall.
9. "I am opposed to the plan," he *said* emphatically.
10. Are you *sure* that you can do the work alone?

j. The italicized words in the following sentences fail to express exact ideas. Copy the sentences, substituting for each italicized word another word or phrase which is more specific.

1. He is a most *disagreeable* person.
2. I have read an *interesting* book.
3. A row of *trees* bordered the driveway
4. We were disturbed by *voices* and strange *noises*.
5. I have not often seen such a *beautiful* day.
6. She was a very *attractive* woman.
7. He stood motionless, *looking* into the distance.
8. You have done a *good* piece of work.
9. Nick will make a *fine* president.
10. We are planting only the *most important* vegetables.

Group II

a. Write many synonyms for each of the following words as you can. After you have listed as many as you are able to without aid, consult the dictionary for what additional ones you can find. Put two synonyms for each word into sentences.

1. accidental
2. accomplice
3. alert
4. ancient
5. assert
6. concede
7. faithful
8. fame
9. foil (v.)
10. futile
11. happiness
12. impetuous
13. impudence
14. injury
15. male
16. moderate
17. parsimonious
18. partisan
19. quit
20. renounce
21. rigid
22. sarcasm
23. sentiment
24. sour
25. supernatural
26. tour
27. trick
28. trifle (v.)
29. useless
30. usual

b. Write sentences, using antonyms for the following words. Consult the dictionary if necessary.

1. arrest (v.)
2. artificial
3. bad
4. barbarous

5. blithe
6. calumnious
7. careful
8. censure (v.)
9. cloak (v.)
10. danger
11. delay (v.)
12. destroy
13. elegant
14. encourage
15. faith
16. favor
17. gather
18. gentle
19. prompt
20. safe

c. The following homonyms are very often confused. Write sentences illustrating the words in each set.

1. advice
   advise
2. affect
   effect
3. altar
   alter
4. arc
   ark
5. berth
   birth
6. capital
   capitol
7. cereal
   serial
8. cloths
   clothes
9. council
   counsel
10. decease
    disease
11. lead
    led
12. metal
    mettle
13. plain
    plane
14. principal
    principle
15. stationary
    stationery
16. thorough
    through

d. The following expressions are from advertisements in a popular magazine. Explain how certain words in them serve as color words, making special appeal to the emotions.

1. "They unleashed their birds of prey."
2. "Hens here are working overtime to help keep you well-nourished."
3. "Remember the clear pastel beauty of distant mountains the star-filled velvety nights."
4. "Its sparkle lasts to the last delicious drop."
5. "America is battling that brutal system."
6. "The mechanical wizardry of their construction rights them, drives them forward."

"It leads him to a good night's rest in a soft, sleep-inviting bed.

8. "Life insurance premium dollars are fighting dollars."
9. "Having a fortieth birthday makes most men stop and think.
10. "You're on your last lap to pipe-paradise."

11. "Is your desk a 'junk heap'?"
12. "It leaves your skin feeling softer, refreshed.

(From *Time*)

e. In the following passages observe the figurative words. Tell whether each is a metaphor, simile, or personification and whether you think each is a good figure.

1. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

— Sir Francis Bacon

2. The whirligig of time brings in his revenges.

— William Shakespeare

3. Blow, winds, and crack your cheeks.

— William Shakespeare

4. One generation blows bubbles, and the next breaks them.

5. There is a tide in the affairs of men
   Which taken at the flood leads on to fortune.
   — William Shakespeare
6. The Assyrian came down like the wolf on the fold.
   — Lord Byron
7. With how sad steps, O Moon, thou climb'st the skies!
   — Sir Philip Sidney
8. Eyes like wise, smiling old buttons.
   — Fannie Hurst
9. Silently one by one, in the infinite meadows of heaven
   Blossomed the lovely stars, the forget-me-nots of the angels.
   — Henry W. Longfellow
10. Fear at my heart as at a cup,
    The life-blood seemed to sip.
    — Samuel T. Coleridge

f. Complete the following comparisons:

1. The days went by like ____.
2. His words were ____.
3. The trees were swaying above the roofs like ____.
4. Jerry burst into the kitchen like ____.
5. Like ____ a heaviness hung over his mind.
6. In soft ripples the water lapped the shore, like ____.
7. I was as frightened as ____.
8. The affair was as exciting as ____.
9. She peered at me with eyes like ____.
10. Like ____ Mr. Crocker hopped down the road to the post-office every morning.
11. All the time he had been a ____, determination engraved on his face.
12. Old Mrs. Wescott sat down in her chair as flimsy as ____.
13. He showed about as much feeling as ____.
14. Every morning he sat down to his breakfast like ____.
15. Her face had about as much expression as ____.

g. The following sets of words are sometimes difficult to use correctly. Write sentences in which you include them, giving each its exact use.

1. associate, accomplice
2. avocation, vocation
3. border, rim
4. childish, childlike

5. contest, conflict
6. continual, continuous
7. cupidity, greed
8. dent, indentation
9. drive, ride
10. esteem, respect
11. human, humane
12. imagination, fancy
13. infer, imply
14. invent, discover
15. knowledge, wisdom
16. liberal, generous
17. manly, mannish
18. pride, vanity
19. scorch, parch
20. simple, innocent

h. Write sentences in which you substitute an acceptable word or phrase for each of the following slang expressions:

1 a mean pen
2. baloney
3. bean
believe me
block
6. fly off the handle
gold-digger
high-hat
9. iceberg
10. nut
11. out for the coin
12. pip
13. sucker
14. take for a ride
15. wise to you

Group III

Copy the following sentences, substituting for each italicized word another which you think more exactly expresses the meaning:

1. It was a big, *strong* truck, capable of carrying a heavy load.
2. We dreamed of the adventure for a long time, and it finally became a *real* fact.
3. A great many important *names* appeared on the petition.
4. An economical, *busy* boyhood meant for him a comfortable manhood.
5. The manufacturing plant *conveyed* all its products by train.
6. No one could account for his *great* cruelty.
7. The students presented the principal with a set of books as an *emblem* of their regard.
8. He had a special *mode* by which he did his work.
9. Old age is frequently respected for its *knowledge*.
10. He was always trying to *disengage* himself from his responsibilities.
11. The community was very eager to give *help* to the unfortunate.

12. He would *sell* his soul for success.
13. A serious illness *arrested* his work for a long time.
14. The day gave us our first *taste* of spring.
15. We found it was *usual* to present the names two weeks in advance.

b. Among words that are sadly overworked occurs the word *show*. It is often used for any one of the following. Explain the exact meaning of each:

1. burlesque
2. circus
3. comedy
4. farce
5. hippodrome
6. masque
7. melodrama
8. movies
9. musical comedy
10. opera
11. operetta
12. pageant
13. pantomime
14. review (revue)
15. talkies
16. tragedy

c. The simplest verbs are worked the hardest. Rewrite the following sentences, substituting another verb for the verb *get*, but retaining the idea of the sentence:

1. I finally got wise.
2. Do you get it?
3. At last she got him.
4. Don't think we do not get you.
5. You'll get yours when you are discovered.
6. They always get their man in stories of that kind.

d. The same word is often repeated in a sentence. By the use of your dictionary, rewrite the following sentences, using the italicized word not more than once:

1. His family burdens were *heavy*, and he carried *heavy* responsibilities in the community. It is no wonder he frequently became *heavy* in spirits.
2. We thought it better to *confess* what we had done, for *confession* is good for the soul.
3. Anson has *advanced* steadily in his school work, and this year he has *advanced* to the tenth grade.
4. I knew I should be *cleared* from blame if I made everything *clear* to the principal.
5. It *seems* to me that it *seems* impossible. How does it *seem* to you?

6. It will *pay* you to *pay* more for your clothes than you have been *paying*.
7 She was a *clumsy* girl, and she did everything in a *clumsy* way.
8. Usually he *conducted* himself in an acceptable manner, but his *conduct* on that occasion was inexcusable.
9. We *declared* that would spend the day in a patriotic manner if the governor *declared* it a holiday.
10. He was very *cordial* and greeted everybody in a *cordial* manner.
11. The author is a *native* of our village, and from boyhood he showed *native* ability for writing.
12. The lecturer spoke *sympathetically* and the audience listened very *sympathetically*
13. They were strange *sounds* that *sounded* like nothing I had heard before.
14. Our food *supply* was nearly gone, but the grocer said that he could *supply* us with enough for another week.
15. Whatever the *matter* was, he said it was no *matter* of his.

Write sentences in which you use accepted words or phrases for each of the following slang expressions:

1. applesauce
2. blockhead
3. bonehead
4. chisel
5. click
6. cut ice
7 dumbbell
8. fall for
9. get away with
10. get by
11. go the limit
12. have the goods
13. kayo
14. laugh that off
15. lousy
16. nobody home
17 nuts
18. punk
19. scram
20. side-step
21. you said it
22. you tell'm

f. Ralph Waldo Emerson once wrote: "What can describe the folly and emptiness of scolding like the word *jawing?*" Make a list of slang words or expressions that to you are expressive. Which ones in the exercise above do you think particularly good?

g. Identify the figure of speech in each of the following:

1. Grass is the forgiveness of Nature.

—John James Ingalls

2. What small potatoes we all are, compared with what we might be!

— Charles Dudley Warner

3. Lettuce is like conversation: it must be fresh and crisp, so sparkling that you scarcely notice the bitter in it.

— Charles Dudley Warner

4. Justice is the only warship.
Love is the only priest.
Ignorance is the only slavery.
— Robert G. Ingersoll

5. Ideals are like stars; you will not succeed in touching them with your hands.

— Joshua D. Robinson

6. He will hew to the line of right, let the chips fall where they may.

— Roscoe Conkling

7. For me the diamond dawns are set
In rings of beauty.
— John T Trowbridge

8. The years creep slowly by.
— Henry De L. Webster

9. A man once said to a lump of clay, "What art thou?" The reply was, "I am but a lump of clay, but I was placed beside a rose and I caught its fragrance."

— William M. Punshaw

10. Time may restore us in his course.
— Matthew Arnold

h. Pick out the color words in the following passages and observe the effects produced by them. Can you substitute other words that would make similar appeal?

1. Caught and twisted — corkscrewed in the mazes of the line — loose harpoons and lances, with all their bristling barbs and points, came flashing and dripping up to the chocks in the bow of Ahab's boat. (From *Moby Dick*, by Herman Melville)
2. With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds;

to care for him who shall have borne the battle, and for his widow, and his orphan — to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations. (From Abraham Lincoln's "Second Inaugural")
The world is a place of business. What an infinite bustle! I am awaked almost every night by the panting of the locomotive. It interrupts my dreams. There is no sabbath. It would be glorious to see mankind at leisure for once. It is nothing but work, work, work. (From *Life Without Principle*, by Henry David Thoreau)

4. In solemn grandeur the moon swung up above the plain. She had been with them many nights now; but each time she seemed as wonderful a sight as ever To-night a hush fell on their spirits as they watched her rise — just as the scene had hushed them the evening before, far away to the eastward somewhere on the plain. The silvery beams grew stronger: the first pale fen fire began to shimmer and spread; slowly the light mellowed into a mist of green and yellow and blue. (From *Giants in the Earth*, by O. E. Rölvaag)
Just tasting each of these hearty soups — tells you quickly that here is a food that lifts a fellow's appetite and spirit. You get deep-down flavor and nourishment to work and thrive on. When you build regular or odd-time meals around these satisfying, homey soups, you have a lunch or supper to sustain a war-busy man and to please a hungry family. (From advertisement for Campbell's Soups, *Life*)

IV. CONVERSATION

CONVERSATION is a mainstay of human relationships. In it you probably make a more general use of your language than in any other form of speech. In large measure you judge those whom you meet by their conversation, and they in turn judge you accordingly. To some, conversation is a natural art; by others it has to be acquired. To be able to converse well is an accomplishment worth struggling for. It will pay handsome dividends in both happiness and success.

A. Objectives

1. To discover the qualities of a good conversationalist
2. To learn how to develop conversational powers
3. To study the material of conversation

THE QUALITIES OF A GOOD CONVERSATIONALIST Good conversation is not prattle; it is worth-while ideas well expressed. Neither is it a monologue; it is free exchange of thoughts, increasing in interest and importance as it progresses. Serious conversation may be refreshing and stimulating; it need never be dull or on a low level. You will become a good conversationalist by your own endeavor, starting with the acquisition of the following qualities:

1. *Curiosity.* The more interests you have, the better you will converse. If you react quickly and positively to what you see and think and read you will want to talk about it. If you are curious about what other people have thought and discovered you will want to discuss that.

2. *Sociability.* A real enthusiasm for others is imperative. Learn to like all types of people, and try to share their tastes.

Ewing Galloway

FLASHES OF SILENCE MAKE CONVERSATION DELIGHTFUL. GOOD TALKERS ALSO LISTEN.

New friends with new ideas and varied experiences enlarge your own vision and call forth the best that is in you.

3. *Knowing how to listen.* Too often one who talks easily, and perhaps well, forgets that it is unfair to usurp the entire time. He fails also to realize that the listener may have something valuable to say to him. A barrage of your own ideas thrust at another may be embarrassing and stultifying to him. In any conversation worthy of the name there is an opportunity for all to speak and a disposition on the part of all to listen. Good listening, no less than good talking, makes good conversation.

4. *Giving your best.* Pleasing talk demands the best from your source of supply. The broader your reading, the more general your thinking, and the more varied your interests, the more you will have to give. The telling of a story, an anecdote, or the relating of a personal experience may be the high spot in a conversation. One caution in that regard: make such an offering brief and to the point. Never bring into your conversation anything that is not elevating or that is out of place.

5. *Courtesy.* Even before you can talk freely and engagingly, you can be polite. Ungraceful interruptions, offensive attitudes or remarks that may cause others unhappiness are indicative of bad breeding. Be candid, but not rude. Disagree, but do it tactfully. Whatever else may be said of you in your conversational group, may it never be said that you were ungracious.

6. *Language.* One who thinks dignified thoughts will try to express them in dignified language. The language of conversation should be informal and easy, but it should never be slovenly. Many a person is sought by discriminating groups because he puts charm into the spoken word. Bad pronunciation, poor enunciation, and excessive slang are unwelcome, and so is a voice that is irritating.

THE POWER OF CONVERSATION Having learned some of the qualities of a good conversationalist, let us consider a few

methods of developing the power to converse. The following are some of the most important; practice will discover others for you.

1. *Observation.* As you hear others talk, it will be easy for you to determine what is good and what is bad conversation. You will find some that is inspiring and some that is prosaic. You will observe that one type of person talks to learn and that another talks to be heard. You will hear discourse that is refined and discourse that is vulgar. And you will listen to subjects that are worth while and to others that are trivial. You are likely to be convinced that topics of conversation should be chosen wisely, not only to fit the occasion, but also to pass the time profitably and enjoyably.

2. *Forethought.* The best conversationalists are prepared in advance. Have you come away from social groups with the remark, "I could think of nothing to say?" You can guard against that predicament by a few very practical devices. Alert people keep files and notebooks, or store in their minds unusual facts, stories, and anecdotes. Some people retain passages from prose and poetry and frequently find them good to quote or talk about. Cultivate the habit of recalling to yourself your reading and personal experiences.

3. *Practice.* Nothing makes a good talker like talking. If you shy away from every opportunity to talk, you will be slow to develop the skill. Enter into any conversational group whenever you can do so gracefully, and always bring to it whatever enthusiasm you can. Timidity is often difficult to overcome; but if you are serious and have something worth offering, you will find a welcome in any considerate group. Skill in conversation as in sports comes through practice.

THE MATERIAL OF CONVERSATION We have hinted that what you hear, see, read, and think make excellent subjects for conversation. The following general suggestions may be supplemented from your own experience.

1. Things you see
   a. Art
   b. Architecture
   c. Sports
   d. Exhibits
   e. Important people
   f. Strange places
   g. Objects of nature
2. Things you hear
   a. Stories
   b. Speeches
   c. Nature
   d. Animals
   e. Music
   f. Movies
   g. Radio
   h. Plays
   i. Conversation of others
3. Things you read
   a. Stories
   b. Poems
   c. Biographies
   d. Science
   e. Industry
   f. Plays
   g. News
   h. Political affairs
   i. Current events
4. Things you think about
   a. Community affairs
   b. Literature
   c. Arts
   d. Conspicuous people
   e. Events of various sorts
   f. National and world conditions
   g. School affairs
   h. Education
   Remarks of people around you

B. Examples of Conversation

1. Here is a bit of leisurely conversation on the subject of fishing between a fisherman and a huntsman who were very much devoted to their arts. It is from *The Compleat Angler*, by Izaak Walton.

Venator. Oh, sir! a chub is the worst fish that swims; I hoped for a trout for my dinner.

Piscator. Trust me, sir, there is not a likely place for a trout hereabout; and we stayed so long to take leave of your huntsmen this morning, that the sun is got so high, and shines so clear, that I will not undertake the catching of a trout till evening; and though a chub be, by you and many others, reckoned the worst of fish, yet you shall see I'll make it a good fish by dressing it.

Venator. Why, how will you dress him?

Piscator. I'll tell you by-and-by, when I have caught him. Look you here, sir, do you see? (but you must stand very close), there lie upon the top of the water, in this very hole, twenty chubs. I'll catch only one, and that shall be the biggest of them all; and that I will do so, I'll hold you twenty to one, and you shall see it done.

Venator Ay, marry, sir, now you talk like an artist, and I'll say you are one, when I shall see you perform what you say you can do; but I yet doubt it.

Piscator. You shall not doubt it long, for you shall see me do it presently: look, the biggest of these chubs has had some bruise upon his tail by a pike, or some other accident, and that looks like a white spot; that very chub I mean to put into your hands presently; sit you but down in the shade, and stay but a little while, and I'll warrant you I'll bring him to you.

Venator. I'll sit down, and hope well, because you seem to be so confident.

Piscator. Look you, sir, there is a trial of my skill, there he is, that very chub that I showed you with the white spot on his tail: and I'll be as certain to make him a good dish of meat as I was to catch him. I'll now lead you to an honest ale-house where we shall find a cleanly room, lavender in the windows, and twenty ballads stuck about the wall; there my hostess (which, I may tell you, is

both cleanly and handsome, and civil) hath dressed many a one for me, and shall now dress it after my fashion, and I warrant it good meat.

Venator. Come, sir, with all my heart, for I begin to be hungry, and long to be at it, and indeed to rest myself too; for though I have walked but four miles this morning, yet I begin to be weary; yesterday's hunting hangs still upon me.

Piscator Well, sir, you shall quickly be at rest, for yonder is the house I mean to bring you to.

"THEN DRESS THIS CHUB AS YOU DRESSED MY LAST"

Come, Hostess, how do you do? Will you first give us a cup of your best drink, and then dress this chub as you dressed my last, when I and my friend were here about eight or ten days ago? But you must do me one courtesy, it must be done instantly.

Hostess. I will do it, Mr. Piscator, and with all the speed I can.

Piscator. Now, sir, has not my hostess made haste? and does not the fish look lovely?

Venator. Both, upon my word, sir, and therefore let's say grace, and fall to eating of it.

Piscator. Well, sir, how do you like it?

Venator. Trust me, 'tis as good meat as I ever tasted: now let me thank you for it, drink to you, and beg a courtesy of you; but it must not be denied me.

Piscator. What is it, I pray, sir? You are so modest, that methinks I may promise to grant it before it is asked.

Venator. Why, sir, it is, that from henceforth you would allow me to call you Master, and that really I may be your scholar; for you are such a companion, and have so quickly caught, and so excellently cooked the fish, as makes me ambitious to be your scholar.

Piscator. Give me your hand: from this time forward I will be your master, and teach you as much of this art as I am able; and will, as you desire me, tell you somewhat of the nature of most of the fish that we are to angle for; and I am sure I both can and will tell you more than any common Angler yet knows.

2. The following passage of quick repartee is from a very humorous, but very tragic story, entitled *There Are Smiles*, by Ring Lardner. It concerns a young girl and a young New York policeman with whom, through interesting circumstances, she becomes acquainted. At this point in the story she is taking him into her car as he concludes duty on his beat.

Then he was in her car, constricting his huge bulk to fit it and laughing like a child.

"What are you laughing at?"

"Nothing. I just feel good.

"Are you glad to be through?"

"Yes. Today.

"Not always?"

"I don't generally care much."

"I don't believe you do. I believe you enjoy your job. And I don't see how you can because it seems to me such a hard job. I'm going to make you tell me all about it as soon as we get out of this jam."

A red light stopped them at Fifty-first Street and she turned and looked at him amusedly.

"It's a good thing the top is down," she said. "You'd have been hideously uncomfortable in one more fold."

"When I get a car of my own," said Ben, "it'll have to be a Mack, and even then I'll have to hire a man to drive it."

"Why a man?"

"Men ain't all crazy."

"Honestly, I'm not crazy. Have I come near hitting anything?"

"You've just missed everything. You drive too fast and take too many chances. But I knew it before I got in, so I can't kick."

"There isn't room for you to, anyway. Do you want to get out?"

"No."

"I doubt if you could. Where do you live?"

"Hundred and sixty-fourth, near the Concourse," said Ben.

"How do you usually get home?"

"Like this."

"And I thought I was saving you from a tiresome subway ride or something. I ought to have known you'd never lack invitations. Do you?"

"Hardly ever."

"Do the people ask you all kinds of questions?"

"Yes."

"I'm sorry. Because I wanted to and now I can't."

"Why not?"

"You must be tired of answering."

"I don't always answer the same."

"Do you mean you lie to people to amuse yourself?"

"Sometimes."

"Oh, that's grand! Come on, lie to me! I'll ask you questions, probably the same questions they all ask, and you answer them as if I were a fool. Will you?"

"I'll try."

"Well, let's see. What shall I ask first? Oh, yes. Don't you get terribly cold in winter?"

He repeated a reply he had first made to an elderly lady, obviously a visitor in the city, whose curiosity had prompted her to cross-examine him for twenty minutes on one of the busiest days he had ever known.

"No. When I feel chilly, I stop a car and lean against the radiator."

His present interviewer rewarded him with more laughter than he deserved.

"That's wonderful!" she said. "And I suppose when your ears are cold, you stop another car and borrow its hood."

"I'll remember that one."

"Now what next? Do you ever get hit?"

"Right along, but only glancing blows. I very seldom get knocked down and run over.

"Doesn't it almost kill you, standing on your feet all day.

"It ain't near as bad as if it was my hands. Seriously, Madam, I get so used to it that I sleep that way nights.

"Don't the gasoline fumes make you sick?"

"They did at first, but now I can't live without them. I have an apartment near a public garage so I can run over there any time and re-fume myself."

"How tall are you?"

"Six feet ten."

"Not really!"

"You know better, don't you? I'm six feet four, but when women ask me, I tell them anything from six feet eight to seven feet two. And they always say, 'Heavens!'

"Which do you have the most trouble with, men drivers or women?"

"Men drivers.

"Honestly?"

"Sure. There's fifty times as many of them."

"Do lots of people ask you questions?"

"No. You're the first one.

"Were you mad at me for calling you cute the other day?"

"I couldn't be mad at you.

A silence of many blocks followed. The girl certainly did drive fast and Ben might have been more nervous if he had looked ahead, but mostly his eyes were on her profile which was only a little less alluring than her smile.

"Look where we are!" she exclaimed as they approached Fordham Road. "And you live at a Hundred and sixty-fourth! Why didn't you tell me?"

"I didn't notice."

"Don't get out. I'll drive you back."

"No, you won't. I'll catch a ride. There's a fella up this way I want to see."

"You were nice to take a chance with me and not act scared. Will you do it again?"

"Whenever you say."

"I drive in once a week. I go down to Greenwich Village to visit my sister. Generally on Mondays."

"Next Monday I'll be on the late shift."

"Let's make it the Monday after.

"That's a long way off."

"The time will pass. It always does.

C. Activities

Group I

a. Recall conversations which you have heard among others. How many of the six characteristics of good conversation were observed?

b. Read several passages of conversation from books and comment on the things that make them either interesting or dull.

c. Make a list of ten different types of people (Example: an artist, an athlete, a blind man) who might be assembled in one party. Then write as many subjects of conversation as you think would be acceptable in the party.

d. Discuss some of the experiences you have had in conversing with others. Have they been profitable? Have they been embarrassing? Have you found many who possess a charm in conversation that makes them good company?

e. Conversation reveals personality. Give what you would consider likely descriptions of the people who engaged in conversation under *Examples of Conversation.*

f. Imagine that you are going to discuss a subject with another member of your class in a broadcasting studio. Write the conversation as you would deliver it. Read it to the class.

g. Divide your class into small groups and assign to each group a topic for conversation before the class. In preparation think of all the interesting contributions you can make. Try to carry the conversation on as naturally as possible.

h. Allow the whole class, unless it is too large, to engage in conversation upon a subject of common interest. Make one member responsible for keeping the conversation going.

Imagine yourself responsible for carrying on a conversation with a stranger while waiting for another person to appear. What problems would you have to settle in your mind before beginning to talk? Try the experiment with a member of your class.

Group II

a. Make a list of current events upon which profitable conversation could be based. Do the same with important people.

b. Imagine yourself host to a group of your classmates, each one of whom is engaged in a different occupation. Introduce a subject of conversation and start the talk going. See how cleverly you can shift the topic in order to appeal to the interest of some particular member of the group.

c. Let a member of the class represent an important official of your town whom you are to introduce to the school. Greet him and carry on appropriate conversation until the hour for the introduction arrives. Try to be gracious without being affected.

d. Imagine yourself seated at dinner between two people whose interests are not similar. What would be necessary to meet the situation? Practice it with a couple of your classmates.

e. Suppose your teacher to be a prospective employer. As you apply for a job, remember that you begin the conversation and that the pleasant and direct manner in which you carry it on is important.

f. Before the microphone, interview a member of your class on a subject of interest to all of the members. Imagine the person interviewed to be a traveler, author, or a person distinguished for some special service to the country. It would be well for the two of you to prepare the interview in advance.

g. Imagining yourself to be a salesman, try to persuade a member of your class to buy the product you are selling. Think out your conversation carefully in advance.

h. Discuss with your class an accident which you witnessed on your way to school and which nobody else in the group saw.

i. Carry on a conversation with the class concerning a lecture or concert which you all heard the night before.

Group III

a. After seeing an art exhibit, you became very much interested in the technique of one of the painters. Carry on a class conversation on the subject of painting.

b. Conduct a class conversation on the subject of birds' songs or the habits of animals. Be prepared to tell of personal experiences in the course of the conversation.

c. Make a list of subjects dealing with problems in your community. Discuss the most interesting topics with the members of your class.

d. Write the conversation as you recall its taking place between two people whom you overheard discussing a subject in which you are interested. Be careful of your paragraphing and punctuation.

e. Present to the class a thought or a passage from something you have read. Let it become a subject for conversation among them.

f. You have an idea the carrying out of which you think would benefit your school or your community. Present it to the class and guide the conversation upon it.

g. Tell the class a story in which conversation takes place. See how effective you can make it.

FIFTH PERIOD

(*Six Weeks*)

I. GRAMMAR

Prepositions and Conjunctions

YOUR review of the parts of speech closes with the study of prepositions and conjunctions. The list of words belonging in these classifications is not long, but it may be troublesome. Inadequate knowledge concerning these parts of speech may result in bad errors of construction.

Although the uses of prepositions and conjunctions are entirely different, they are often confused. It is helpful therefore to study them together.

A. Objectives

1. To review the classification of prepositions and conjunctions
2. To learn to distinguish clearly between the uses of these two parts of speech
3. To practice both and develop skill in their use

PREPOSITIONS A preposition is a word which shows relationship between a noun or pronoun and some other word in the sentence.

We stopped *beside* the brook.

Beside is a preposition showing that relationship exists between *stopped* and *brook*.

The noun or pronoun which follows the preposition is its object and is in the objective case. The preposition and its

object, together with any modifying adjectives, form a *prepositional phrase.*

> The train leaves *at noon.*
> She spoke *with great earnestness.*

Putting the object of a preposition in the nominative case is a common error. The following sentences illustrate this mistake:

> There should be no trouble between you and *I.*
> I sent the message to you and *she.*
> It was intended for me and *they.*

Kinds of Prepositions. Prepositions may be grouped in two classes: *simple* and *compound.*

1. The following are the most common simple prepositions:

about	but (except)	outside
above	by	over
across	down	round
after	during	since
against	except	through
along	for	throughout
among	from	till
around	in	to
at	inside	toward
before	into	under
behind	like	until
below	near	up
beneath	of	upon
beside	off	with
between	on	within
beyond	opposite	without

2. The following are examples of compound prepositions:

according to	because of
ahead of	by way of
along with	from among

in addition to	instead of
in front of	on account of
in place of	round about
in spite of	with regard to

Use of Prepositions. Certain facts about the use of prepositions are important and should be mastered.

1. Prepositional phrases may be used as adjectives.

> Crowds *of people* were gathering in the park.
> He was a man *with a peculiar manner.*
> We took the path *through the woods.*

2. Prepositional phrases may be used as adverbs.

> The team played *with great confidence.*
> Heavy rains fall *in the spring.*
> *Up the stairs* she walked haughtily.

3. When persons are referred to, the preposition *with* follows such words as *agree*, *angry*, *clothe*, *comply*, *disagree*, *fight*, and *interfere.*

4. The prepositions *from* and *with* differ in their use in the following manner: One parts *from* a person but *with* a thing, such as *money*, *food.* One differs *with* a person in regard to an idea but *from* him in that he has individual characteristics.

They differed *with* each other about the method of solving the problem.

Jack differs *from* Jean in both appearance and disposition.

5. The preposition *at* is used with reference to things.

> I was disappointed *at* the result.
> We were delighted *at* the affair.

6. The preposition *in* is used to refer to a fixed position; *into* is used to indicate a change of position.

> We rode to school *in* the car.
> He stumbled while getting *into* the bus.

"HE STUMBLED WHILE GETTING INTO THE BUS"

7. The object of a preposition may be an infinitive.

    There was no choice but *stay* (*to stay*).
    We dreaded nothing except *to lose*.

8. The object of a preposition may be a clause.

    I could not understand from *what he said*.
    We were comfortable except *when it rained*.

9. The object of a preposition may be a gerund.

    The principal was agreeable to our *going* early.
    He said nothing concerning the *paying* of the bill.

10. A preposition may stand at the end of a sentence or clause, but should not be so placed carelessly. The following are examples of good usage.

    What were you looking *for?*
    The room *which* they placed it *in* is on the top floor.

CONJUNCTIONS A conjunction is a word used to connect other words or groups of words.

Kinds of Conjunctions and Their Use. Conjunctions are divided according to their use into *co-ordinate*, *correlative*, and *subordinate.*

1. *Co-ordinate conjunctions* connect words or groups of words that are independent of each other or that are of the same value.

The *day* AND the *date* were important. (Words are connected.)

We coasted *down the hill* AND *over the bridge.* (Phrases are connected.)

They expected us early, BUT *we did not arrive till after lunch.* (Independent clauses are connected.)

She said *that she had the book* AND *that she would return it.* (Dependent clauses are connected.)

The following are the most common co-ordinate conjunctions:

and	nevertheless
but	notwithstanding
for	still
however	then
moreover	therefore
yet	

a. Parallel Construction. Guard against using co-ordinate conjunctions to connect expressions that are not alike. Saying two or more similar things in the same way is called *parallel construction.* In the sentence *We planned to play tennis in the morning and on a movie in the afternoon*, observe that *and* connects an infinitive and a prepositional phrase. It should connect either two infinitives or two prepositional phrases. It would then read, *We planned* TO PLAY *tennis in the morning and* TO GO *to the movies in the afternoon* or *We planned* ON PLAYING *tennis in the morning and* ON GOING *to the movies in the afternoon.*

2. *Correlative conjunctions* are conjunctions that are used in pairs.

Neither the *name* nor the *address* was legible. (Words are connected.)

We shall go either *by bus* or *by train.* (Phrases are connected.)

He not only *won the school prizes*, but *he* also *received the state scholarship.* (Independent clauses are connected.)

She did not say whether *she would take the package* or *Julia would call for it tomorrow.* (Dependent clauses are connected.)

The following are the most common correlative conjunctions:

both ... and
either ... or
if ... then
neither ... nor
not only ... but also
since ... therefore
though ... yet
whether ... or

3. *Subordinate conjunctions* are conjunctions that connect clauses unequal in value — that is, an independent clause with a dependent clause. Such a combination forms a complex sentence; hence, subordinate conjunctions are found only in complex sentences.

I shall be happy *if* you will come along.
He was disappointed *because* you did not accept.
Since you went away, many things have happened.

Subordinate conjunctions may be either simple or compound.

a. The following are the most common simple subordinate conjunctions:

although	than
as	that
because	though
if	unless
lest	until
since	whereas
whether	

b. The most common compound subordinate conjunctions are:

as if	in case that
as though	in order that
but that	provided that
even if	so that

Conjunctions and Punctuation You may be puzzled about when to place a punctuation mark before a conjunction and, if one is required, what the mark should be. The following rules should help you:

1. Place a comma before *and*, *but*, *for*, *or*, and *nor* when they connect the parts of a compound sentence, unless the parts are very short. In that case the comma may be omitted.

The hour came and nobody arrived.

About the middle of April there occurred some very heavy rains, and many of the gardens which had been planted early suffered as a consequence.

2. Use a semicolon between the parts of a compound sentence when the conjunction is omitted.

Spring came early; by the first of May all the trees were in leaf.

3. Use a semicolon before the conjunction in a compound sentence when either clause contains commas.

The package, which had aroused our curiosity, lay on the desk for several days; but when it was opened, I regret to say, we discovered it was a hoax.

4. Place either end punctuation or a semicolon before the following words when used conjunctively: *accordingly*, *consequently*, *hence*, *so*, *then*, *therefore*, *whence*, *wherefore*, *yet*.

The regulation was in the constitution. Consequently there was nothing for us to do but follow it.

The main highway was under construction; therefore we took the detour along the shore.

DISTINGUISHING PREPOSITIONS AND CONJUNCTIONS It is often hard to distinguish prepositions from conjunctions as well as to tell either of these two from certain other parts of speech. Such confusion may be avoided if you will become thoroughly acquainted with the following facts.

1. Prepositions are followed by objects. Conjunctions are not followed by objects. One difficulty results from forgetting that when pronoun follows a preposition, it should be in the objective case. Observe the following examples:

> Did you ask for *me?* (*For* is preposition whose object is *me.*)
>
> *Whom* did you speak to? (*To* is a preposition whose object is *whom.* *Who* would be wrong, because pronoun in the nominative case cannot be the object of a preposition.)

2. *Than* is a conjunction and not a preposition. It cannot, therefore, take an object.

> Jack is older than *I.* (Not *I* is the subject of the verb *am* understood. The sentence means, *Jack is older than I am old. Than* is conjunction connecting two clauses.)

Than is sometimes followed by a pronoun in the objective case in such a sentence as:

> Jack likes you better than *me.* (*Me* is the object of the verb *likes* understood. If the elliptical sentence were completed, it would read, *Jack likes you better than he likes me.*)

3. *Like* is a preposition and must take an object.

> It looks *like* a victory. (*Like* is a preposition whose object is *victory.* Do not say, *It looks like we shall have a victory*, but *It looks as though we shall have a victory.*)

4. *As* may be either a conjunction, an adverb, or a relative pronoun.

> *As* Cynthia is a stranger, we should try to make her feel at home. (*As* is a conjunction.)
>
> I have not done it *as* yet. (*As* is an adverb.)
>
> I shall be pleased to do *as* you wish. (*As* is a relative pronoun.)

5. *But* and *for* may be either prepositions or conjunctions.

They have all replied *but* her. (*But* is a preposition meaning *except.*)

There are difficulties, *but* they can be overcome. (*But* is a conjunction.)

I have subscribed *for* one year. (*For* is a preposition.)

I cannot see, *for* it is getting dark. (*For* is a conjunction.)

6. *Then* is an adverb when it denotes time, but a conjunction when it denotes consequence.

Then we came to the end of the trail. (Adverb)

We shall have little time; we cannot, *then*, make any promises. (Conjunction)

7. *Yet* and *still* are adverbs when they express time or degree, conjunctions when they connect.

We cannot tell *yet*. (Adverb)

You *still* have an opportunity. (Adverb)

My dog performed well, but yours did better *still*. (Adverb)

That is my impression, *yet* I may be wrong. (Conjunction)

What he says sounds convincing; *still* I think he is wrong. (Conjunction)

8. Some words are used either as prepositions or as adverbs.

I shall go *down* directly. (Adverb)

He walks *down* the street each morning. (Preposition)

Everybody stood *by*. (Adverb)

We planted the tree *by* the wall. (Preposition)

The sign advised us to keep *off*. (Adverb)

Her name was taken *off* the list. (Preposition)

The following are other words in the same group:

aboard	beside	past
above	between	round
after	beyond	since
along	ere	under
before	in	up
behind	inside	within
below	on	without
beneath	outside	

B. Activities

Group I

a. Between what words does each preposition in the following sentences show relation? Which word is the object of the preposition?

1. In the tree by the entrance to the path we found carved an interesting notch.
2. Around each package was a fine cord tied in a delicate knot.
3. Through the open door we caught glimpses of the old man going about his work.
4. In a cabin on the point of the cape there lived an old fisherman.
5. It was some time before we got up our courage to ask a favor from him.
6. About dusk a small craft came into the bay around the south end of the island.
7. Beyond the island caught a glimpse of the light as it flashed among the trees.
8. Throughout the afternoon the crowd seemed restless, but by evening everybody was going about his own business.
9. Nobody except Harry was willing to take a chance with me on the outcome.
10. All through the night the air was very still and hot, but towards morning there came a cool breeze from the west.
11. During the whole program I kept thinking of something I should have done before leaving home.
12. For days the old fellow had been going about his work as though there were something on his mind.
13. At noon they all came up the path from the shore with keen appetites for dinner.
14. Never before today had we seen clouds like those gathering and dispersing in the sky
15. Because of his enthusiasm for the subject Mr. Proctor took a great interest in Donald after his graduation from high school.
16. Very often since the summer I read *Ivanhoe*, I have wondered why more people do not read the books written by Sir Walter Scott.

17 According to the reports many of the boys in our school are planning to work on farms during the summer.
18. On account of some new regulations adopted by the athletics association we had to make changes in the dates of some of our games.
19. Through all his life it had been Walter's aim to succeed in spite of opposition.
20. There will be a chance for everybody to try his luck at the sport before the contest is over.

b. Copy the following sentences, making what corrections you consider necessary:

1. There is a problem for you and I to settle before long.
2. Between you and he no such question should have arisen.
3. I was told to go after she and her brother.
4. He wanted to find out from you or I who Mr. Stetson was looking for.
5. Whoever you vote for, don't fail to keep it a secret between they and we.
6. As I came in the hall, I saw that somebody was already sitting into my seat.
7. I don't know who the book was written by, but I couldn't find any sense into it anywhere.
8. Frances had no reason for being angry at me for what I said to her.
9. Everybody else in the class differed from me in my proposition.
10. Mother was delighted with the way every member of the family stepped in to help her make the preparation.
11. He was very foolish to part with his earnings in the way he did.
12. It is always a great mistake to interfere at things that are none of our business.
13. She had got in a state of excitement, but she said she did not mind going alone into the bus if someone met her at the terminal.
14. When you get in trouble, it is important to have some responsible person on who you can depend.
15. I should be dishonest if I did not disagree at what you said.

16. What took place between they and you that you should get in such a state of mind?
17 We get very good bargains off the grocer that runs the shop at the corner
18. Chester's tardinesses forced us to take him off of the list of members.
19. Whoever you got it from, you could not of done worse.
20. The completed plan was quite different than the original one.

Name the object of each preposition in the following sentences and tell how each prepositional phrase is used.

1. The storm clouds seemed to gather exactly above our camp.
2. All along the bank we looked for new specimens of wild flowers.
3. Our canoe drifted for a long way down the stream.
4. It was an occasion for great rejoicing by everybody.
5. In all directions we saw signs of havoc the storm had wrought.
6. The is a beautiful apple orchard on the hill behind the house.
7 In the cool of the evening we went for a walk down the path.
8. We are looking for great success from our garden this summer.
9. By every roadside there grow quantities of wild berries of various kinds.
10. Airplanes kept flying over our heads all through the night.
11. A soft moonlight streamed through the window on the south side of the cabin.
12. We could hear the rumble of automobiles from our room in the hotel.
13. Towards evening there was a light shower which brought refreshment to the plants.
14. A game of tennis in the afternoon was our recreation for the day.
15. At four o'clock we all met in the auditorium in which the exhibit was to be held.
16. Beyond the mountains huge plains spread before us with shadows of the clouds drifting lazily over them.

17. A low fence of white pickets extended around the house.
18. From the tree in each corner huge branches had fallen to the ground.
19. What I was to do on every day was clear in my mind.
20. We found the best fishing near the falls on the south side of the hill.

d. Write five sentences in which you use prepositional phrases as adjectives and five in which you use prepositional phrases as adverbs.

e. Tell whether each conjunction in the following sentences is co-ordinate, correlative, or subord nate and what it connects:

1. With their books and tennis rackets Geraldine and Marcia started on their way to school.
2. Over the hills and across the fields we trudged all the afternoon.
3. We thought of neither hunger nor fatigue.
4. We were happy that for a day we could be free from the city.
5. Because the sun set early, we had to return to the camp by five o'clock.
6. Flowers were blooming everywhere and the air was filled with the songs of birds.
7 My mother thought that working on a farm would be better than playing around home all summer.
8. I have not been to the seashore since I was a small boy.
9. Joe and I had a swim in the morning, and in the afternoon Father took us for a sail around the island.
10. We luckily had neither fog nor rain while we were on our vacation.
11. I had agreed that I would read the book and that I would get another boy to read it.
12. Birds and wild flowers have been my chief interests since I was a small boy.
13. My aunt did not say when she was coming or when she expected to return.
14. Uncle John has given me a colt, and my father has promised to buy me a saddle.
15. Neither books nor music interests me very much, but I am very fond of painting.

16. Our camera club [illegible] took first place.
17. I ha[illegible] no idea whether Doris did not [illegible] has neglected to an[illegible] it.
18. If [illegible] the [illegible]tain this summer, I am planning to ha[illegible] Paul and Herbert [illegible] for [illegible]
19. Our dramatics club [illegible]sful [illegible] the proceed[illegible] will buy [illegible] necessary [illegible]
20. As [illegible] drove into the village, [illegible] that preparations we[illegible] being made for a parade and [illegible] sports events.

f Write five sentences in which you connect [illegible] in which you connect independent clauses, five [illegible] which you connect dependent clauses, and five [illegible] which you connect independent and dependent clauses. Use [illegible] many different conjunctions as you can, making [illegible] of them correlativ[illegible]

[illegible] Punctuate the following [illegible] Give a reason for each mark of punctuation.

1. Our team won the championship and the principal allowed [illegible] to have a celebration Friday afternoon.
2. Father refused to give his consent he said he saw no reason for the request.
3. The program was not so good as we had expected but some of the students who were to participate were unable to be present.
4. The lecturer who had traveled widely had many interesting things to say but the students because of the lateness of the hour did not respond enthusiastically.
5. We had just installed a new motor in our boat so we were anxious to see how it worked.
6. I was disappointed with my last report therefore I determined to study harder this month.
7. The snow which has been unusually heavy this winter is gone and everywhere there are signs of spring.
8. We shall have to make our preparations tonight or we shall be late in starting tomorrow morning.
9. We must hurry there is no time to waste.
10. A heavy rain came up at noon consequently the game was called off.

11. Things were in a serious condition nobody wished to have anything to do with the situation.
12. The letter which I had put into my pocket for safety had disappeared therefore I could not post it.
13. Some of the students criticized our club yet it was responsible for several interesting programs before the school.
14. It was not easy for me to complete the work in physics for I always have difficulty with mathematics.
15. There were I should say several hundred people present accordingly the receipts were rather satisfactory.
16. I was unable to read the book during my vacation so I shall have to set aside some week end for doing it.
17. The car has been taken for repairs hence we shall have to walk to school for a few days.
18. We have tried many remedies nothing seems to do any good.
19. Everybody should plant gardens if possible or there will certainly be a shortage of food.
20. The band which now has sixty members will give several performances out of town and the proceeds will all go to buy new musical instruments.

Group II

Name the object of each preposition in the following sentences:

1. We were hardly conscious of what was going on.
2. There were many discussions around the table about what the best policy would be.
3. Concerning my going to college there is, at the present time, sóme doubt.
4. It seems to me from all that has been said that there is need for more generous giving.
5. Aunt Clara was very grateful for my having spent the week with her while Uncle George was away from home.
6. There was a great deal of comment about his being so confident in the matter.
7. I had no choice but to take the situation in hand.
8. The manager replied that there was no objection to our making a change in the date so long as we were aware of what it would mean to the team.

9. The club was making plans for whatever conditions might arise during the year.
10. With considerable candor Mother remarked that she was surprised at my venturing to do such a thing.
11. The manager asked me several questions concerning how long I had worked at my last job and why I wanted to make a change.
12. In addition to what I had learned in class I had picked up a good deal of information about physics.
13. I had no intention of doing anything except to tell the truth and take the consequences.
14. It was difficult for me to decide between what I wanted to do and what I knew I should do.
15. In spite of what others said, I knew in my own mind that there was no prospect of succeeding by doing things any other way.
16. Often we suffer in our own work on account of others' doing unwise things.
17. Mr. Stanway said he would like to talk to Father for a few minutes with regard to his making plans concerning building the house.
18. In place of what the students had arranged for the program it became necessary to substitute several numbers by people outside the school.
19. Since yesterday I have been concerned because of what was said about our failing to respond willingly to the request.
20. Sitting opposite me was a man who appeared to amuse himself by looking round the room and fixing his glances upon every article about him.

b. Write five sentences in which you make infinitives the objects of prepositions, five in which you make clauses the objects of prepositions, and five in which you make gerunds the objects of prepositions.

c. Copy the following sentences, making such corrections as you consider necessary:

1. Nobody knows about it except we, and there is no reason why we should get in deeper trouble about it.

2. There was an arrangement between Father and I by which I should have the profits of all the products off of the little farm.
3. I should never of done like he did, but nothing is gained by being angry at him.
4. My parents never interfere at what is going on among my brothers and I.
5. Nobody but we ourselves knows what we ought to do, but others frequently disagree at what we think.
6. The news finally came to my friend and I that for a long time he had been sick of a strange disease.
7. I cannot comply at your request, because conditions different than I expected have developed.
8. Mother read an ad into the evening paper about there being a sale on canned goods today.
9. Around two o'clock several thousand people had gathered into the ball park.
10. It was not easy for me to part with my brother, for, although there had been disagreements between he and I, we had been very happy together.
11. It is just like you said: Bob Bradley is always into some trouble out of which somebody has to get him.
12. My sister is always dashing about from place to place, so that I frequently compare her with a whirlwind.
13. Books meant nothing to Seaman; he parted from them as if they were valueless.
14. Each has a right to his own idea, and each has the right to differ from others.
15. According to the rules it was for you and they to decide which group should get in position first.
16. It was a very simple little party, but everybody was delighted with it; holding it onto the church lawn added to the pleasure.
17 People are often angry at her and disgusted with her conduct.
18. There is no sense in pleading innocent; we should of known better.
19. No one can disagree at the fact that he got us in the situation.

20. His getting on the honor roll before you and I should make us both chagrined.

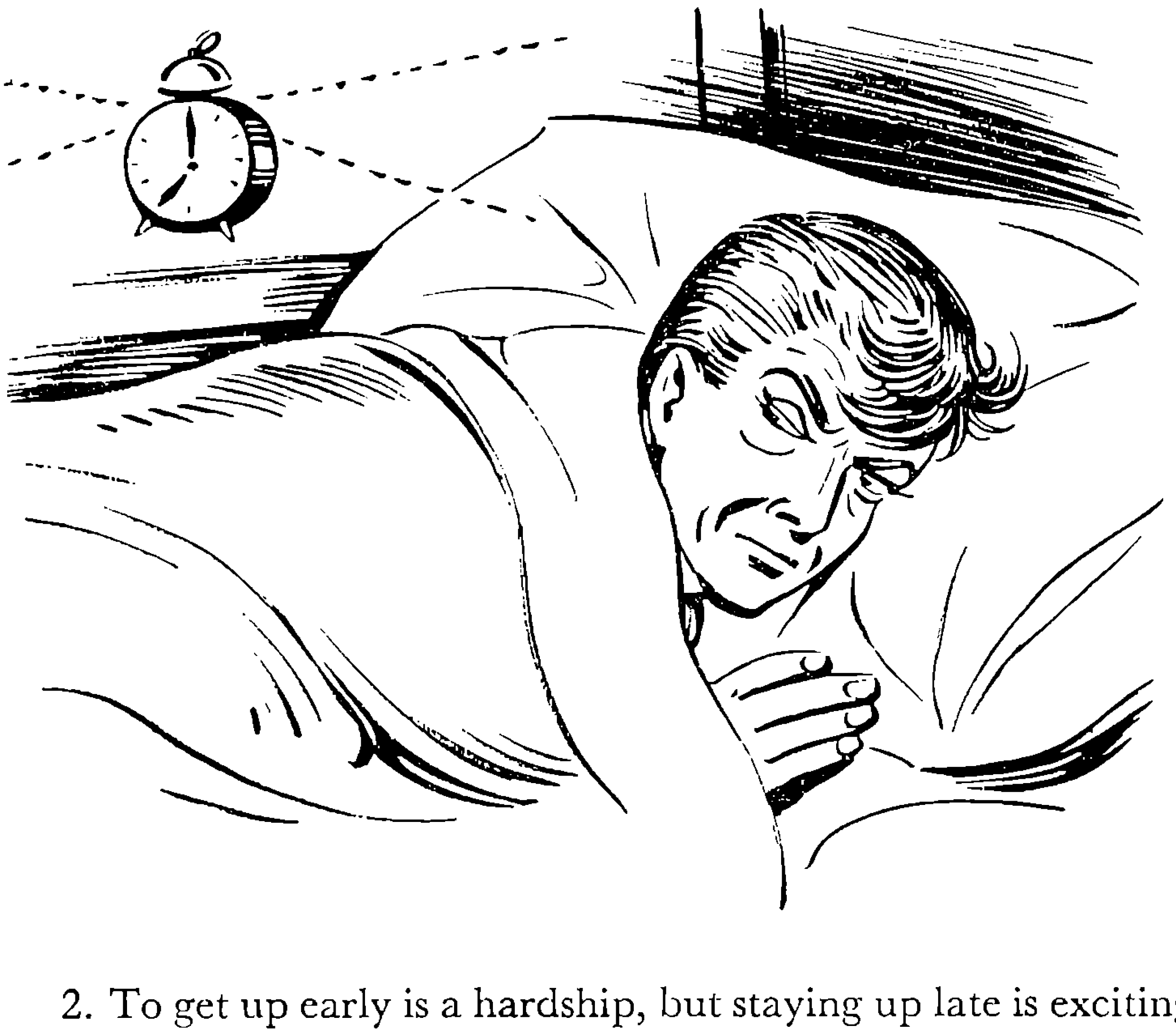
d. Classify the conjunctions in the following sentences and tell whether they connect words, phrases, or clauses. If they connect clauses, tell whether they are independent or dependent.

1. I enjoy the sports of both summer and winter.
2. We are very happy, since you decided to give both your time and money
3. Neither herbs nor spices will grow in our garden, because the soil is too damp.
4. I was worried lest you should arrive before I could get the car started and reach the station.
5. Not only was it an interesting book, but it also contained material that supplemented our history course.
6. There is no occasion to be upset, for he said he would arrive on either the two o'clock or the three o'clock train.
7. The drive was over both main highways and dirt roads, but there were fine scenery and excellent picnic spots all along the way.
8. Since we are ahead of time, we may therefore have both a walk and a swim before dinner.
9. There will be hardship and expense, notwithstanding large donations have already been made.
10. Though the membership has increased, yet the rates remain the same.
11. Until there is news to the contrary, we shall expect that the camp will open in June and that there will be no change in arrangements.
12. Mr. Anthony was fond of telling how he had traveled in Africa and how he had made a private museum with his specimens.
13. You may get a scholarship and an opportunity for work provided you get your application in early.
14. You should write a letter today in order that you have both a hotel reservation and theater tickets.
15. If you read the book earnestly and leisurely, you will derive great pleasure; moreover you will be the wiser for having done so.

16. Whether it was a success or our time was spent in vain, we shall not know until the report has been received.
17. It will be wise to take along extra clothes and bedding in case the weather may turn cold.
18. We have been assured that there will be ample room for all and that we need not arrive before three or half past.
19. If one studies both regularly and seriously, then he will not feel so disappointed if he fails.
20. I had offered to go early and to help make the preparations.

e. Rewrite the following sentences so that the structure will be parallel:

1. I went to camp for recreation and to be tutored in one of my subjects.



2. To get up early is a hardship, but staying up late is exciting.
3. Friends make life happy, and we often seek their advice.
4. To read books is a pleasure, and studying them gives us knowledge.

We had planned a picnic for noontime and to swim in the afternoon.

6. Walking is good exercise, but to play games is more exhilarating.

The guidebook said to take road Number 2 and that we should look out for the detour.

8. The prospect of going away to school and to be with my friends cheered me.
9. I was thrilled to be promoted and having my pay raised.
10. Eating good food and to sleep regularly are the best means to keep well and of storing up energy.
11. Richard was pleased with having his license and because his father let him drive the new car.
12. It was because Ralph had a better paper and he delivered it with poise that he won the contest.
13. Morton became a good marksman because he had a good eye and he practised faithfully.
14. To pilot a plane and knowing the mechanics of it I thought would be valuable information and it had a thrill.
15. Going to school and to have a hobby need not interfere with each other; my hobbies have been to study birds and collecting shells.
16. Sailing down the bay in the morning and to catch some fish in the afternoon was for me a day full of thrills and to be remembered.

It was because our team fought harder and they had greater weight that we were able to win the game and we won the championship.

18. If one wants success and to win friends, he has to do more than wishing and to save his dollars.
19. The old man was content with living by himself in the rapidly crumbling house and to walk daily to the village where he enjoyed meeting his friends and to gossip and talk politics.
20. Because his father left him a good deal of money and having a profitable job was the reason that Jeffrey lived so much better than his friends and he looked down on the other young men in town.

f Using as many different conjunctions as you can, connect the following pairs of clauses. Punctuate correctly.

1. Travel is educational ____ we should do more of it.
2. Many animals make good pets ____ the habits of all of them make an interesting study.
3. I enjoy the friends in my books ____ I enjoy my real ones more.
4. ____ we know it or not, we are all dependent on each other.
5. ____ you choose wisely ____ you suffer the consequences.
6. I enjoyed the experience once ____ I should not wish to repeat it.
7. He was responsible for his own downfall ____ he would not listen to the advice of his friends.
8. Wisdom is a valuable treasure ____ get wisdom.
9. ____ the crime was of no great consequence ____ the punishment was rather severe.
10. Save your dollars ____ you may be prepared for a rainy day ____ that day should come.
11. ____ there is much more to the discussion ____ we should call another meeting.
12. I will not submit ____ force be used.
13. I do not know ____ he deliberately disobeyed me ____ he did not understand me.
14. Proceed ____ nothing unusual had happened.
15. We cannot guarantee results ____ there is no harm in trying.

Group III

a. Copy the following sentences, selecting what you consider the proper word from the parentheses:

1. Randolph is far better qualified than (I, me).
2. Your search will produce nobody else like (he, him).
   Llewellyn appreciates Arthur more than (I, me).
4. Bertrand is not so highly thought of as (he, him).
5. Graves has had more opportunities than (I, me).
6. Celia does not succeed so well in music as (she, her).
7. Each member had something to say but (she, her).
8. She is better acquainted with your mother than (I, me).

9. He made strange noises with his mouth (like, as) an animal.
10. Mr. Anderson insists that I do (like, as) he says.
11. She trotted down the aisle (like, as) a dog.
12. I should be chagrined to be caught doing things (like, as) he does.
13. It appears (like, as if) we should have a very hot summer.
14. He has no intention of going (unless, without) you go too.
15. Edith writes very much (like, as) the teacher does.
16. We waited (for, on) you until the bus arrived.
17. Will you (try to, try and) have the luggage ready in an hour?
18. Tom had a habit of getting his home work (off of, from) his neighbors.
19. Would you compare her (to, with) a breath of spring?
20. It won't be long before the game is (over, over with).
21. I had no intention of (accepting, accepting of) any favors from her.
22. Do you (remember, remember of) being there Tuesday?
23. James parted (from, with) Julia most reluctantly.
24. It would be difficult for me to agree (with, to) the suggestion.
25. (Since, As) there is no hope of an agreement, the meeting may as well come to a close.

b. Following are several passages from prominent writers. Read them carefully, observing the use of prepositions and conjunctions. Name the objects of the prepositions and tell how each phrase is used. Classify the conjunctions and tell what each connects.

1.

The human body is a steed that goes freest and longest under a light rider, and the lightest of all riders is a cheerful heart. Your sad, or morose, or embittered, or preoccupied heart settles heavily into the saddle, and the poor beast, the body, breaks down the first mile. Indeed, the heaviest thing in the world is a heavy heart. Next to that, the most burdensome to the walker is a heart not in perfect sympathy and accord with the body, — a reluctant or unwilling heart. The horse

and rider must not only both be willing to go the same way, but the rider must lead the way and infuse his own lightness and eagerness into the steed. Herein is no doubt or trouble, and one reason of the decay of the noble art in this country. We are unwilling walkers. (From *Winter Sunshine*, by John Burroughs)

2.

I have spoken of broods of the great crested flycatchers that have been reared in the old apple-tree.

A pair have built in a large, hollow limb in my old apple-tree for years. Whether it is the same pair or not, I do not know. Probably it is, or else some of their descendants. I looked into the cavity one day while the mother bird was upon the nest, but before she had laid any eggs. A sudden explosive sound came up out of the dark depths of the limb, much like that made by an alarmed cat. It made me jerk my head back, when out came the bird and hurried off. For several days I saw no more of the pair, and feared they had deserted the spot. But they had not; they were only more sly than usual. I soon discovered an egg in the nest, and then another and another.

One day, as I stood near by, a male bluebird came along with his mate, prospecting for a spot for a second nest. He alighted at the entrance of this hole and peeped in. Instantly the flycatcher was upon him. The blue was enveloped by the butter-nut brown. The two fell to the ground, where the bluebird got away, and in a moment more came back and looked into the hole again, as much as to say, "I will look into that hole now at all hazards." The barbarian made a dash for him again, but he was now on his guard and avoided her. (From *Riverby*, by John Burroughs)

3.

It is the freedom of wind and sky, this clearness of atmosphere, this breadth of vision, which England needs to complete the definition of what she is. Her character would be immature and wanting without these great stretches of country and the sturdy, independent, thrifty people who inhabit it. The North is the yeast in the wholesome bread that is England;

and English would be unfinished [illegible] therefore, unpenned without such towns as Manchester without the long, tumbling reaches [illegible] the far horizons of the northern [illegible] (From *This England* by Mary Ellen Chase)

The [illegible] peop[illegible] drive through [illegible] They like destinations [illegible] an hour's walk [illegible] they [illegible] long day before them if th[illegible] morning. The English [illegible] nature, a long distance [illegible] eller of [illegible] American who thinks nothing of hundreds of [illegible] amazing to him. He [illegible] when he [illegible] there the [illegible] elf has [illegible]

In June [illegible] is light until nearly [illegible] on the [illegible] sh coast until then. [illegible] [illegible] er have [illegible] last pink cloud over Gloucester [illegible] the clocks were strik[illegible] that hour. At ten-thirty [illegible] horizon glow with the last of the sunset. [illegible] the [illegible] hours in duration. With a [illegible] at least before him, it [illegible] only the [illegible] stupid and un-English of men who will stay in town if there [illegible] any means of leaving it. F[illegible] the country to the English does not offer them a welcome change from the town so much as it expects them to claim their own. They are somehow by nature a part of [illegible] and their enforced habitation away from it is but a sufferance. (From *This England*, by Mary Ellen Chase)

5.

The ticking of a clock in the night has nothing very interesting nor very alarming in it, though superstition has magnified it into an omen. In a state of vigilance or debility, it preys upon the spirits like the persecution of a teasing, pertinacious insect; and haunting the imagination after it has ceased in reality, is converted into the death-watch. Time is rendered vast by

...ating ... portions ... repeatedly and painfully urged upon his attention, as the ocean in its immensity is composed of water-drops. A clock striking with a clear and silver sound is a great relief in such circumstances, breaks the spell, and resembles a sylph-like and friendly spirit in the room. (From On a Sun-Dial, William Hazlitt)

There ... pleasure ... sitting ... one's picture, which many perso... are not ... People ... coy ... this subject at first, ... et ... nd pretend not ... like it, as is the case ... indulgences. I ... soon get ... their

resigned to their fate. There is a ... vanity in it. The sitter at first affects an air of indifference, throws himself into a slovenly or awkward position, ... clown when he goes a courting for the first time, but gradually recovers himself, attempts an attitude, and calls up his best looks, the moment he receives intimation that there is something about him that will do for a picture. The beggar in the street ... proud to have his picture painted, and would

almost sit for nothing: the finest lady the land is as fond of sitting to a favourite artist as of seating herself before her looking-glass; and the more so, as the glass in this case is sensible of her charms, and does all it can to fix or heighten them. (From "On Sitting for One's Picture," by William Hazlitt)

II. GOOD WRITING

DURING the last period you learned that good writing depends upon observing certain practices and overcoming others. You discovered that good writing habits result from drill. Here is a discussion of further principles with which you can add greater strength and attractiveness to your sentences.

A. Objectives

1. To recognize good sentence structure
2. To learn that sentences are made more correct and more appealing by
    a. Using the proper case of pronouns
    b. Making the pronoun agree with its antecedent
    c. Making the verb agree with its subject
    d. Avoiding incompleteness
    e. Overcoming the comma habit
    f. Making the meaning clear
    g. Avoiding changes within the sentence
    h. Varying the beginning of the sentence
    i. Using appositives

   To practice the writing of good sentences

RECOGNIZING GOOD SENTENCE STRUCTURE If you should carefully compare some of your own writing with that of professional authors, you would probably discover a number of striking differences. In the first place you would be likely to find the better writers using a variety of sentence patterns. You may think that this interferes with readily understanding what is written, because you have probably been accustomed to using only one pattern: that of stating the subject and the predicate with their modifiers. But when you become

used to reading sentences in transposed form or sentences including long parenthetical expressions, you will enjoy their variety.

You will probably be impressed also by the conscious effort that writers make to insure precision and clearness in what they have to say. To be clear at all times in writing often necessitates unusual phrasing and grouping of words.

There are still other ways to make sentences both exact and pleasant to read. Some of these you will find in a careful reading of an accomplished author. Though each writer may have his own individually attractive way of expressing himself, certain general regulations must be followed to secure correct sentence structure. Since correctness and attractiveness are both essential to good writing, we shall discuss some of the principles that will help you achieve both.

THE CASE OF PRONOUNS Use of the wrong case of the pronoun sometimes occurs through carelessness and sometimes because the right case is not easily determined. You often hear such a sentence as, *The person who I met was a great traveler.* A careful look at it will convince you that *who* is the object of *met* and hence should be *whom*, because the object of a verb must be in the objective case.

Another common error is illustrated by the sentence, *I know students whom I think are well equipped for the work.* The first impulse is to feel that you need an object for *think.* If this were really necessary, *whom* would be correct. But what you actually want is a subject for *are equipped.* Hence *who* is the correct form. *I think* is a parenthetical expression and is not a part of the adjective clause in which it appears — *who are well equipped for the work.*

One more example will show how easily you may mistake the case of the pronoun if you are not careful. You have no doubt heard such a sentence as *Deliver the message to whomever arrives.* The object of the preposition *to* is not *whomever* but the

clause following it; and since the subject of *arrives* cannot be in the objective case, *whoever* is the correct form.

THE PRONOUN AND ITS ANTECEDENT Remember that a pronoun must agree with its antecedent in person, number, and gender, but that its case is determined by its use in the sentence. In the sentence, *If someone calls for this package, please give it to them*, it is plain that the pronoun should be *him* and not *them*, because its antecedent is *someone*, which is singular. Again in the sentence, *If a person wishes a ticket, they must buy it here*, the antecedent word is *person* and is singular; therefore the pronoun should be *he* and not *they*. Sometimes a possessive pronoun appears in the wrong number, as in the sentence *One cannot find their way without a light*. Since *one* is singular, the pronoun which refers to it must be *his*.

AGREEMENT OF VERB AND SUBJECT You know that a verb must agree with its subject in person and number. But were you ever guilty of such a sentence as *He who doesn't read good books* ARE *losing much pleasure*, or *If she* DON'T *arrive soon, we shall be late?* In the first sentence, *he* is the subject of the independent clause; and since *he* is singular, the verb should be *is* and not *are*. In the second, *she* is singular and the verb should, therefore, be *doesn't*.

A construction that is more difficult to understand is illustrated by the sentence, *He is one of the boys who go to our school*. Observe that the verb is not *goes*, because the subject of the clause is *who* and the antecedent of *who* is *boys*, which is plural. Remember a verb agrees with its subject in number and a pronoun agrees with its antecedent in number.

INCOMPLETE SENTENCES The fact that you sometimes find incomplete sentences in the books you read should not be taken as an excuse for using them yourself. Some authors use them consciously and with good effect. Using them carelessly

[illegible] of the worst [illegible] in writing. Among [illegible] young writers their use is a sign of immaturity.

The incomplete sentence is not to be confused with the elliptical sentence in which the subject and the predicate of the independent clause are omitted, as in *Fine work* (*It is fine work*), [illegible] *When did you return? On Wednesday* (*I returned Wednesday*).

Incomplete sentences usually result from one of the following causes:

1 *Omitting the verb.* Observe that the latter part of the following contains no verb: *We drove to New York. Then to Philadelphia and Washington.* Since every sentence must have a verb, the expression *Then to Philadelphia and Washington* should be added to the sentence preceding it. Then it would read, *We drove to New York; then, to Philadelphia and Washington.*

2. *Using a participle as a sentence.* In the expression, *Ted Smith coming in first and winning the championship for our school*, the participles *coming* and *winning* do not make a statement. To be a sentence, it should read, *Ted Smith* CAME *in first and* WON *the championship for our school.*

In a similar way a gerund is sometimes used as an incomplete sentence, as in the expression, *Mr. Wescott was always doing generous things. An example being his* GIVING *the equipment to our team.* In the second part, the participle *being* and the gerund *giving* do not make statements. The whole could be made to read, *An example of Mr. Wescott's generosity was his giving the equipment to our team.*

3. *Using an infinitive as a sentence.* Such an incomplete sentence is illustrated by the following: *Only one thing remained. To purchase supplies.* The infinitive *to purchase supplies* does not make a statement. The idea may be expressed thus: *The only thing remaining was to purchase supplies.*

4. *Using a subordinate clause as a sentence.* Most incomplete sentences result from using subordinate clauses, which, although they contain verbs, cannot stand alone. An instance

would be: *We believed him. Because his report was authentic.* You will see that although the second expression, *Because his report was authentic*, contains the verb *was*, it does not make sense when standing alone. Another illustration is the following: *He is a candidate who is well trained. One whom we can trust.* The clause, *One whom we can trust*, does not make sense by itself and should be joined to the preceding one so as to read, *He is a candidate who is well trained and one whom we can trust.*

THE COMMA HABIT The comma habit consists in using a comma to separate two sentences. It is one of the commonest and most serious errors in sentence structure.

When the parts of a compound sentence are joined by the conjunctions *and*, *but*, *or*, *nor*, *so*, *though*, *while*, *yet*, a comma is placed before the conjunction. If no conjunction be used, a semicolon should separate them. Otherwise a period and a capital letter are required. Observe the following: *The gong sounded while we were passing to lunch although we had no warning there proved to be a fire drill.* A period should be placed after *lunch*, because the first sentence ends there. *The gong sounded* is the independent clause in the first sentence, and *there proved to be a fire drill* is the independent clause in the second sentence. *When we were passing to lunch* and *although we had no warning* are both dependent clauses.

When brief statements, which are grammatically independent but clearly connected in thought, are not joined by a conjunction, a semicolon is used between them. The following is an illustration: *He did his best; no one could have done better.*

CLEARNESS Remember that your sentences are not easily understood by others unless they are perfectly clear. Careless use of pronouns and verbals usually results in lack of clearness. Making use of the following regulations will help you to write sentences that your readers will easily understand.

1. Use no pronoun that does not have a definite antecedent. Observe the lack of clearness in the following sentences:

> Don told Herbert it was *his* turn.
> The old apple tree bore several bushels of *them*.

The indefiniteness may be overcome by rewriting the sentences in this manner:

> Don said to Herbert, "It is your turn.
> The old apple tree bore several bushels of apples.

In a sentence like the first, the noun may sometimes be safely repeated, as in the sentence, *George saw his friend at the fair, but his friend did not recognize him.*

2. Avoid especially the use of *it* and *they* as subjects when they do not make direct reference. The following sentences are bad:

> In the second chapter *it* tells of the customs of the natives.
> In Mexico *they* speak the Spanish language.

This difficulty may be overcome by constructing the sentences to read:

> The second chapter tells of the customs of the natives.
> The inhabitants of Mexico speak the Spanish language.

It is correctly used as an impersonal pronoun in such expressions as *It seems good* and *It appears true.*

3. The relative pronoun *which* cannot have a clause for its antecedent in such a sentence as *The holiday came on Sunday, which disappointed us.* Write, *We were disappointed that the holiday came on Sunday.*

4. A sentence should not begin or end with a *participial phrase* unless it refers directly to the subject or to some other word. Do not say, *Having a bad reputation, nobody wished to employ him.* Say, *Because he had a bad reputation, nobody wished to employ him.* Likewise do not say, *We were late arriving, delayed by the weather*, but, *Our arrival was delayed by the weather.*

5. An *infinitive* or a *gerund* should not stand at the beginning of a sentence unless it is the subject or refers directly to the subject. Observe the awkward construction of the following sentences:

> *To be sure of seats*, tickets should be purchased.
> *Speaking* with Miss Murray, she referred to the book.

Since neither the infinitive nor the gerund is the subject and since neither makes a direct reference to the subject, we should reconstruct the sentences to read as follows:

> To be sure of seats, we should purchase tickets.
> In speaking with Miss Murray, I understood her to refer to the book.

CHANGING THE SENTENCE WITHIN Young writers tend to change the plan of their sentences after they have begun. Avoid letting your sentence run away with you. As you construct the sentence do not forget your original plan.

Observe how the plan changes in the following sentence: *A monthly report would make the members familiar with the progress of the club, and the faculty would be informed concerning our purpose.* Two unnecessary changes have been made. The subject changes from *report* to *faculty* and the active voice in *would make* changes to the passive voice in *would be informed.* The sentence should read, *A monthly report would make the members familiar with the progress of the club and would keep the faculty informed concerning its purpose.*

VARYING THE BEGINNING OF THE SENTENCE Nothing makes reading more monotonous than a sentence pattern that does not vary. Many young writers adhere to simple sentences beginning with the subject and predicate, using only adjectives as introductory words. Practice varying the beginning of your sentences by the use of the following elements:

1. Adverbs. VERY QUIETLY *the necessary preparations were made.*
2. Adverbial clause. WHILE THE SUBJECT WAS FRESH IN OUR MINDS, *we decided to continue the discussion.*

3. Prepositional phrase. ALONG THE PATH *grew several new varieties of wild flowers.*

4. Participial phrase. SITTING IN HIS ARMCHAIR ON THE PORCH, *the old man looked longingly into the valley where his boyhood was spent.*

5. Infinitive phrase. TO GET THE MOST OUT OF ONE'S READING, *it is necessary to have both leisure and easy access to books.*

6. Predicate nominative and verb. MISCHIEVOUS FELLOWS WERE *Walter and Harry.*

7. Noun clause used as the object of the verb. WHAT THEY PLANNED TO DO *nobody understood.*

USING APPOSITIVES Appositives give a pleasing effect to sentence structure. They save words and add force. Awkwardness and weakness characterize the following: *Albany is the capital of New York. It is a city of about two hundred thousand.* The two sentences, put into one with an appositive, become briefer and pleasanter to the ear. *Albany, a city of about two hundred thousand, is the capital of New York.*

B. Activities

Group I

a. Choose the correct form of the pronoun in each of the following sentences. Tell how the pronoun is used. What is the subordinate clause in each sentence and how is it used?

1. That was not (he, him) whom I was speaking to.
2. Do you know (who, whom) we shall probably elect?
3. (Who, Whom) do you think met us in the park?
4. The superintendent inquired (who, whom) I was looking for.
5. Francis learned to play the trumpet more easily than (I, me).
6. Deborah invited Laura, Eugene, and (I, me) to go with her mother and (she, her) when we were ready.
7. I think it would be more difficult for her than it would for you or (I, me).

8. As you read the story, can you feel that you are (he, him) having all those experiences?
9. Have you any idea (who, whom) I am going to make a speech about?
10. Should it be (she, her), we shall all be happy.
11. Why do you think that you are more fortunate than (I, me)?
12. A good excuse was offered by George (who, whom) everybody thought had acted carelessly.
13. You had better inquire first from those (who, whom) you think have most information.
14. It was difficult to part from Jeffrey, (who, whom) I fear will be very lonely.
15. We should not permit to suffer (he, him) who makes a mistake.
16. There seems no assurance as to (who, whom) we may believe.
17. You should meet my friend Terry, (who, whom), to my mind, is a very talented fellow.
18. I felt that he was better prepared than (she, her).
19. We have always been very careful as to (who, whom) we invite to join the club.
20. My brother was impatient with (whoever, whomever) interfered with what he was doing.

b. In the following sentences select the correct form in parentheses. Name the antecedent of each pronoun you choose.

1. Whenever a member is not present at a meeting (he has, they have) to pay a fine.
2. The instructor believed in allowing each one to talk about whatever (he, they) wished.
3. You know that everyone should do (his, their) best in whatever circumstances (he, they) may be placed.
4. If we let any person in without a ticket, (he, they) will occupy a seat somebody else has bought.
5. The club must not deny the privilege to anyone, whether (he is, they are) an active or associate member.
6. As I approached each person present, I asked (him, them) what (his, their) name was.

There is no doubt that every student can get the marks (he wishes, they wish) if (he tries, they try) hard enough.

8. There is a record of everyone who entered the contest and of what group (he is, they are) in.
9. As every actor came upon the stage, (he, they) received loud applause.
10. Should anybody take that path, (he would, they would) surely get lost.
11. Does anybody else have anything (he, they) would like to say?
12. This is a book that anybody would enjoy, whatever (his, their) task is.
13. Every man in the party was expected to make everybody near (him, them) feel at home.
14. If you wanted to see everything that was going on (one, you) would have to obtain a seat in the middle section.
15. As one becomes familiar with the account, deep sympathy fills (his, one's, our) heart.
16. Every entrant in the contest should feel that only hard work can insure (his, their) success.
17. Every passenger that takes that bus will discover that (he, they) will arrive at the wrong station.
18. Is there anybody else who has a contribution (he wishes, they wish) to make?
19. As each one of either of the groups passes (he should, they should) place (his, their) registration card on the table.
20. Please ask each person as (he, they) comes to the desk to write (his, their) name in the book.

c. Select the correct verb for each of the following sentences and give the reason for your choice:

1. There (is, are) a large number of titles to select from.
2. We did not know at that time whether all our club (was, were) going or not.
3. Because the day and the hour (has, have) been changed, we shall have to alter the tickets.
4. You must determine whether good reading and constant writing (repay, repays) you for the effort.
5. She wanted to know whether there (were, was) any letters to be posted.

6. I am well aware that it is I who (am, is) responsible for the outcome.
7. He is one of those who (is, are) afraid of doing more than their duty.
8. It appears to be correctly written, (don't, doesn't) it?
9. Which of the girls do you think (is, are) most likely to win?
10. He did not tell me where you (was, were) at the time, but I guessed you (was, were) one of those who (was, were) getting an early start.
11. The ushers wear arm bands, as (do, does) each of the officers.
12. It is understood that both they and she (is, are) to be present.
13. I cannot tell you whether any of the stores (carry, carries) them or not.
14. Whenever a person has trouble, one of the trucks always (come, comes) to his assistance.
15. Are you sure whether either of them (keep, keeps) a list or not?
16. Either of the trees (is, are) likely to grow in that soil.
17. One of the questions (insist, insists) on coming repeatedly into my mind.
18. Which one of the boys (remain, remains) on watch tonight?
19. Neither of the children (look, looks) very much like (his, their) father.
20. I shall have to know which one of the dates (is, are) more satisfactory.

d. Tell whether each of the following is incomplete because it has no verb or because a participle, an infinitive, or a subordinate clause is used for a sentence. Write each correctly.

1. We shall have three guests for dinner. Mr. and Mrs. Gray and Miss Herrick.
2. We drove to Yosemite Park. Then to San Francisco and Los Angeles.
3. Barbara is kind to animals. An example being when she found the lost pup and made a home for it.
4. There was but one escape. To get under the embankment as quickly as possible.

We were bound to lose. In the first place because our team was under weight. Second, because so many players had been injured.

6. It was a thrilling experience. One that I shall always remember.
7. We arranged for our transportation the night before. In order to get an early start the next morning.
8. The parade was made up of several units. The cavalry, the American Legion, the Red Cross, and the school cadets.
9. Milo and I shall both enter the finals. Milo having taken first place and I second.
10. There was no one to take tickets. And no one to pass out programs.
11. Both teams agreed to the arrangement. That one game should be played at each school and one on neutral ground.
12. The contest will be held Wednesday. The program for which will be published tomorrow.
13. To get everything in readiness as quickly as possible. That was our aim.
14. To read the newspaper skillfully one should do three things. Look over the headline. scan the leading stories, and read the editorials.
15. We had invited three guests to our exercises. The superintendent, the president of the board of education, and the mayor
16. I could not listen to the radio program. The reason being that the family all wanted to hear another.
17. I had no intention of going to college. Until at commencement I was given a scholarship.
18. The vote resulted in a tie between Stevens and Tucker. The two most popular boys in school.
19. There were two favorite paths at camp. One leading to the spring and the other to the bathing beach.
20. I found the lecture helpful. And later having made a record in my notebook of what the speaker said.

e. Copy the following, punctuating correctly. Some will require period and capital; others, semicolon and small letter. Give a reason for whatever you use.

1. It was very helpful advice, our lives are shaped by such good counsel.
2. The Berkshires are low and rolling, the Adirondacks are high and craggy.
3. The game was one of the best of the season, every player was in fine trim.
4. The book is a good one, the author, however, fails to make one point clear.
5. It was a happy occasion, everybody contributed his bit.
6. The bell rang while we were swimming, upon hearing it, everybody made a dash for the tent.
7. I could give you several examples, for instance, there is the occasion of his rescuing a drowning boy.
8. I didn't mean that, you misunderstood me.
9. If you read it, you will like it, there is no mistake about that.
10. He is an all-round sportsman, there is no game in which he does not excel.
11. The traffic is constantly annoying us, as soon as one car passes, another comes along.
12. All at once we heard a shrill whistle, then, in a second or so, there came the familiar call.
13. Until noon nothing happened, then the excitement began.
14. We meet at six, please be on time.
15. Time passed quickly, everybody was supremely happy.
16. You probably have not heard the news, if not, you will be interested in the outcome.
17 It was his usual luck, he failed to make a score.
18. Plans for the exercises have already been made, it will be impossible to make any change now.
19. Her demands are few, her kindnesses are many.
20. The procession was forced to halt, as it rounded the corner, there was a collision at the head.

f. Give the reason why each of the following sentences lacks clearness. Rewrite them so their meaning cannot be misunderstood.

1. Susan told Bertha it was her birthday.
2. We are planting a wheat field this year and expect to get a good crop of it.

3. In the second volume it gives the outcome of the story.
4. In most high schools they have both music and art.
5. The car ran out of gas, which is exactly what we feared.
6. Knowing nothing about the camp, it did not seem wise to enroll before.
7. In planting the seeds early, they had a start on the rest of the garden.
8. To meet our friends on time, the car should take us by the shorter route.
9. By reading it earlier, the book aided me greatly in my history course.
10. To march in double file, the aisle is not wide enough.
11. We missed the first act, having got a late bus.
12. Being a rainy day, we were forced to hold the exercises in the hall.

13. Going in the wrong direction all the time, the clearing in the woods was constantly becoming farther away from us.
14. Nobody wanted to serve on that committee, which made it difficult for us to complete our plan.
15. In almost any other store they sell that brand of goods.

16. You will find in *Drums* it gives a vivid picture of the Revolution.
17. When we went blackberrying yesterday afternoon, we got several quarts of them.
18. Gerald told Tom that he was presenting his name to the membership committee.
19. Jim's father died when he was three months old.
20. When ordering goods from the catalogue, it should be done according to the numbers.

g. The following sentences contain changes in the subject or in some element of the verb. Rewrite them correctly.

1. We found several specimens in the woods, and none had been found there by our class before.
2. The concert was as good, or better than, any the club presented before.
3. Read as many good books as you can, and all those you read should be recorded in your notebook.
4. I was concerned whether we had taken the wrong direction and that the shelter was on the other trail.
5. Clark's training began in his father's shop, and after getting out of college found an excellent position in industry.
6. Though you do your best, the work is not done in a day.
7. Come as early as you can, and will you please bring your sister with you?
8. You should buy the best, for good results aren't got from inferior material.
9. A school magazine would give activity to the class, and more of their writing could be published.
10. Our visitors thought our school better run and it was more pleasantly located than theirs.
11. His garden was growing as well as mine grew if not better.
12. Frank has just made this model, and all the others were made by him in his spare time.
13. Will you take this message to the office, and please return as soon as you can get a reply.
14. I have gone to this school for three months, for we are living in town since April.

15. Do your experiment with care, and every one should be written up as soon as you perform it.
16. If the goods injured in shipping, you will get your money back.
17. We need more time to read, and well read people are needed in society.
18. He had some unfortunate experiences, but endurance was learned by them.
19. From where we stood the whole valley could be seen at a glance.
20. My interest in farming began on my uncle's farm, and then later went to agricultural college.

h. You have learned that there are seven elements with which you may begin sentences and thus vary the pattern. Rewrite the following sentences, beginning each with one of the seven elements. Be able to tell which you have used in each case.

1. The enthusiastic line of children with drums and horns paraded boisterously down the street.
2. It seemed practical to complete the structure while the supply of materials was available.
3. He walked for an hour incessantly up and down the path.
4. The boys got plenty of exercise trudging back and forth to school every day.
5. It is necessary to be friendly in order to have friends.
6. Those were great days for all who can recall them.
7. I had no idea what would happen next.
8. We feared something had happened to Joe, not having had any news recently.
9. You must spend more than one summer in the village to learn to know the people well.
10. Indeed Edith was a talented girl.
11. It was difficult for anyone to realize that he had done so well in so short a time.
12. The old man made his usual appearance towards evening.
13. Everybody went quickly to his home after the celebration was over.
14. He consented to our plan reluctantly.

15. We spent much of our time sailing during the days that we were living on the seashore.
16. Nick succeeded with everything he undertook, because he had great confidence in himself.
17. The oak makes the best shade of all the trees I know.
18. The party slowly made its way up the path, getting every few minutes a glimpse of the peak.
19. We must get seats on the north side of the grandstand to see the races distinctly.
20. A stonewall ran perfectly straight for nearly half a mile, dividing one farm from the other.

i. By substituting appositives for one or more of the sentences in each of the following sets, combine each set into one sentence:

1. Bath is noted for its shipbuilding. The city is located at the mouth of the Kennebec River.
2. We were looking for a spot that had certain conveniences. We wanted water, protection from the wind, and space for our tent.
3. Holbrook won the award for doing most for the school. He was captain of the football team.
4. Miss Shipley gave a reading before the girls' club. She has a delightful sense of humor.
5. Clem has assumed responsibility for the maintenance of the family. He is the eldest son.
6. I got the picture from an old magazine. It is a perfect likeness of Mr. Ames.
7. The most promising candidates are Gene Stowell and Betty Halliday. Gene is the son of an architect and Betty is the daughter of a physician.
8. I am writing about Booth Tarkington. He is the author of *Penrod*. He also has one of the finest collections of art in America.
9. Maine is known as Vacationland. It is the Pine Tree State.
10. Stoneleigh Academy was founded by Miss Scudder. It is the oldest school for girls in the state.
11. My friend became very devoted to my father. He has been for several years a collector of nautical specimens.

12. A great many boys and girls are cared for each year by the society. They are children without parents or homes.
13. Mr. Watson wants a boy with specific talents. He must be able to read rapidly, do arithmetic expertly, and meet people easily.
14. Harriet Beecher Stowe was the author of *Uncle Tom's Cabin.* She was the sister of Henry Ward Beecher. Mr. Beecher was an eminent preacher.
15. The Helderbergs are among the loveliest hills in New York. They are foothills of the Catskill Mountains.
16. These books are all written in an easy style. Each deals with the same subject.
17. Those people are the most interesting in the village. All of them are descendants of old families.
18. Mr. Sterling has taught mathematics in our school for many years. He is also an excellent student of Latin.
19. The audience was made up of a variety of people. There were boys and girls, men and women, young and old.
20. We want a durable material. It must be similar to that from which the curtains are made.

Group II

a. Supply the correct forms of appropriate pronouns in the following sentences:

1. Was it ____ whom you were looking for?
2. Have you heard ____ the school will send as its delegate?
3. ____ do you suspect of having done it?
4. It was not plain from the letter upon ____ the honor was bestowed.
5. David could collect the facts much more quickly than ____.
6. The secretary thought it was ____ ____ the committee appointed to make the report.
7. It seems to me to be more important for ____ than it is for ____ or ____.
8. How would you like to have been ____ whom the author writes about?
9. You would have been interested to hear about ____ the girls were talking and ____ was having the most to say.

10. If it should prove to be ____, we shall give him a rousing welcome.
11. The others always proved a little quicker than ____.
12. Every vote was for Miss Stickney, ____ the class all thought to be most interested in their affairs.
13. I should take no advice from those ____ I thought knew less than I.
14. I can recommend Gilbert, ____, I think, is very well prepared for that kind of work.
15. Please do not allow to enter ____ who do not have tickets.
16. Have you any idea ____ we may expect to find in charge?
17. There is no doubt that it was ____, ____ in his judgment should have won.
18. Did you know that she was much older than ____?
19. We should be careful in choosing the person ____ we want to represent us.
20. Will you tell ____ calls that I shall return shortly?

b. In each blank in the following sentences insert the proper word or words.

1. As soon as the leader performs on the bar, ____ to join the rear of the line.
2. Each of you will be permitted to choose whatever color ____.
3. You would be interested to see how each one ____ best, however difficult the position ____ in.
4. Should they let another one into the hall, ____ only standing room.
5. Everyone ____ to join the orchestra will be given an opportunity if ____ any training.
6. As each individual approached the gate, it was customary to ask him which side of the field ____ to sit on.
7. Any student may ____ name on the list, provided his marks are passing.
8. Whatever ____ wishes ____, every member of the group will find them to be respected.
9. As the students filed across the stage, each ____ diploma by the principal.

10. If any one of the boys calls, ____ the date of the game has been changed.
11. Has anybody else an article ____ to place in the exhibit?
12. Whatever his choice, each will be expected to give a report of the book ____.
13. Each of you will please get the name of the person ____ next to him.
14. If one wanted to make the quickest trip, ____ Route 9.
15. Do you think ____ always his plans to everybody?
16. He knew that no one, unless ____ hard, could qualify for the finals.
17. Every subscriber ____ the paper after today must pay his dues promptly.
18. Does anybody else have anything ____ to say?
19. If any one of the players ____ place, ____ confuses the others.
20. As each of the students comes into the library, ____ to sit wherever ____.

c. What is the correct verb form for each of the following sentences? Give the person and number of the form you select and the reason for your choice.

1. Neither the sign at the beginning of the route nor the one at the junction (give, gives) the exact number of miles.
2. The guide told us that neither the tower at the left nor the roofs at the right (mark, marks) the location of the state buildings.
3. Statistics show that measles (is, are) more to be feared than whooping cough.
4. Because athletics (were, was) so popular in our school, thanks (go, goes) to the boys for their clean playing.
5. My wages (was, were) in the pocket of my trousers which (has, have) gone to the tailor.
6. The board of directors (were, was) of the opinion that the company (has, have) passed the peak of production.
7. It is not known how great (is, are) the number injured.
8. Part of the group (were, was) engaged in preparing lunch.
9. Did you discover whether either of the books (has, have) a chapter on industries?

10. Each of the countries (is, are) famous for manufactures and agriculture.
11. I, just as much as he, (is, am) to be considered in the matter.
12. They think that you, who (is, are) acquainted with the speaker, should introduce him.
13. Two hundred dollars (is, are) a rather heavy tax on the property.
14. The manager, with his two assistants, (were, was) making a survey of the plant.
15. A rod and line (is, are) the fisherman's most necessary equipment.
16. Some of the performers (has, have) already arrived, but there (is, are) still several to come.
17. There (come, comes) the bus and several private cars which have been engaged.
18. The most reliable of all the records (is, are) the report in the yearbook.
19. Either one of the positions (give, gives) you an excellent view of the bay.
20. It is not the making of the mistakes that (hurt, hurts) so much; it is recalling them afterwards.

d. After determining the cause of incompleteness in each of the following, rewrite them in complete, coherent sentences:

1. After making a survey, the city officials decided there were three possible solutions. Opening a new street, changing the course of traffic, and increasing the police force.
2. The salesman gave a long talk on the working of the instrument. After that a casual reference to the price.
3. The pioneers encountered a great many difficulties on their westward course. The most common hardships being storms and bad roads.
4. Ernest kept his mind steadfastly on two things. To get through school with as good marks as possible and to save money enough to enter college.
5. It was evident that we should be forced to spend the night in the open. Unless before sunset we found the path that led to the shelter. Or unless the members of the party carrying the tent caught up with us.

6. The Battle of Gettysburg was one of the most memorable in our history. One that, however great the sacrifice, we recall with pride.
7. With patience the artist labored devotedly on the portrait. In order to make the best likeness possible.
8. We were aware that our success depended on several facts. Clearness in making plans, and thoroughness in carrying them out.
9. The celebration was carried out perfectly in every detail. Everybody having done his share of the work carefully in advance.
10. Barnes graduated with honor from college. And afterwards led his class in law school.
11. I was looking for an experience that would help me in later life. One that would acquaint me with the business and at the same time bring me some income.
12. Finally we decided upon the second week in June for the outing. What seemed most likely to bring the pleasantest weather.
13. When I had finished studying, I settled down to read a book. Because it did not seem likely that I should have another opportunity soon.
14. There seemed to be a great deal of criticism about the way the contest had been conducted. The outcome not being satisfactory to all who engaged in it.
15. Our going into the woods without a compass or any knowledge of the trail meant one of two things. Getting lost or spending most of the day in finding the cave.
16. For one to memorize a passage easily certain things are necessary. Knowing all the words, and understanding the meaning, and a sympathetic feeling for the author.
17 To be the center of attraction in whatever company she found herself. That was Miss Warrington's chief ambition.
18. The accident occurred early in the morning in the business section of the city. An account of which appeared in the evening paper.
19. After considerable discussion an agreement was reached between the coach and the manager. That there should be

six games and that half the proceeds should go towards buying equipment.

20. Suddenly he realized there was no easy way out of the predicament. And no excuse for his having made the blunder.

e. Copy the following, correcting all comma faults by writing two separate sentences or by writing one sentence, using the proper connective or mark of punctuation:

1. With considerable enthusiasm we waited for the parade to appear, then, precisely at noon, we heard the first of the bands.
2. I read the book through hastily for the general impression, afterwards I did it again more carefully, making notes in my notebook.
3. There is something about Knob Hill that attracts me, just as often as I can I go there to watch the sun set.
4. I know a great many talented girls, but she surpasses any others I have met, she seems to be trained in all the arts.
5. I am sure that if you met him, you would remember him, there is no doubt about that.
6. He is too confident, some day he will fail miserably.
7. There are many fascinating stories of the Civil War, for example, there is *The Red Badge of Courage*, by Stephen Crane.
8. After taking a refreshing swim, we sat down upon the beach to eat our lunch, just at that moment we heard the most unfortunate sounds in the grove behind us.
9. The fire broke out suddenly, we all saw it at once.
10. The noise of the city is distracting, the sounds of the country are soothing.
11. The house will probably be satisfactory, there are, however, several repairs that will have to be made.
12. Many animals make favorite pets, none, however, matches the dog in popularity.
13. The accident must have happened suddenly, nobody where I sat saw it.
14. The report that aid was coming encouraged us all, it was the most refreshing news we had for several days.

1 (home early, we shall eat supper at five o'clock

16. Everything happened at once, nobody knew what was going on.
17. You may not be aware of what is taking place, otherwise you would have had something to say
18. He memorizes easily, he reads badly.
19. The newspaper will carry the story tomorrow, you should be interested to read it.
20. As she up the steps, her mother met her at the door, and for a moment neither recognized the other.

f Each of the following sentences lacks clearness because of the violation of an important principle or principles. Determine what is wrong in each sentence and rewrite each correctly.

1. To get the best value for one's money, shopping should be done early in the morning.
2. Engaging in any sport is good for the muscles, but in archery it is especially good practice for the eyes.

By going through the table of contents of the book it showed me that there were several chapters which would help me in making my report.

4. They always put the most important stories on the front page of the newspaper, but the editorial page has equal value to a careful reader.
5. Not being a man of great wealth, everybody wondered why he could be so generous to so many causes.
6. The dramatics club voted to produce a Shakespearean play, which is exactly what the committee and the faculty adviser hoped it would do.
7. I took portrait painting last semester, and two of them my teacher placed in the annual exhibit.
8. The advisory council reported to the athletics association that they would have to curtail their expenses next year.
9. After studying several college catalogues, I decided that not one of them was a school which offered exactly what I wanted.
10. Mother offered Mrs. Greenleaf the use of the book, but she said she wasn't sure whether it dealt with the subject she was interested in or not.

11. It is helpful when it gives the life of the author at the beginning of the essay.
12. In our town they always begin school the day after Labor Day, which results in an incomplete enrollment, because many students have not returned from vacation.
13. Having worked very faithfully for four years, we were all delighted to see Bob Norton take the scholarship prize.
14. In relating all the circumstances to Mr. Prescott, he was very willing that we should change the day of our class exercises.
15. To make it easy for the truckman, the equipment lay at the end of the path by the roadside.
16. My father has given me a complete set of tools, which makes it easy for me to do many unusual things in carpentry.

17 In the evening newspaper it gave a different account of the affair, which confused us all.
18. The secretary told the chairman it was his duty to see that arrangements were made for the speaker.
19. We wanted to increase the membership of our club, but our first efforts did not bring many of them in.
20. Knowing nobody there, my parents feared I should be unhappy in a strange town, which did not prove to be the case.

P

sentence plan as you think necessary for correctness. Explain whatever changes you make.

1. I strange bird in our orchard the other day, but none description had been seen by of family before
2. I that at boarding I could do as well than I been doing school.
3. One d friends and all those cuti
4. M interest developed when I small boy, and high l place biology class.
5. I know whether reading this would help me m and there several others on the same subject.
6. Although you devote all your making money, a fortune not made in.
7. Prepare your garden lly good crops are not got from uncultivated soil.
8. Will you please remember Herbert, and I shall be glad if will ask him
9. A public playground would pleasure to the children and their health would be improved by the use of it.
10. Such beautiful days are and they should be enjoyed out of doors by more people than is usually the case.
11. If you go down town this afternoon, will you be passing the post office?
12. Mr Benton provided the swimming pool in the park, and other gifts have been presented by him to several towns.
13. Leave the key in the mailbox, and will you please see that the back door is locked?
14. I shall go the last of May and shall not return until the last of June, for we are staying the whole month at the seashore.
15. Seat the subscribers in their accustomed places, and all others are to be seated in the gallery.
16. If the books come on time, a copy will be presented to each member.
17. She deserves more gratitude for her generosity, and more generous givers would be appreciated in times like these.

them.

19. From what I hear, satisfactory work was done by nobody.
20. Her dramatic ability was discovered in high school, and after graduating from college began a theatrical career in New York.

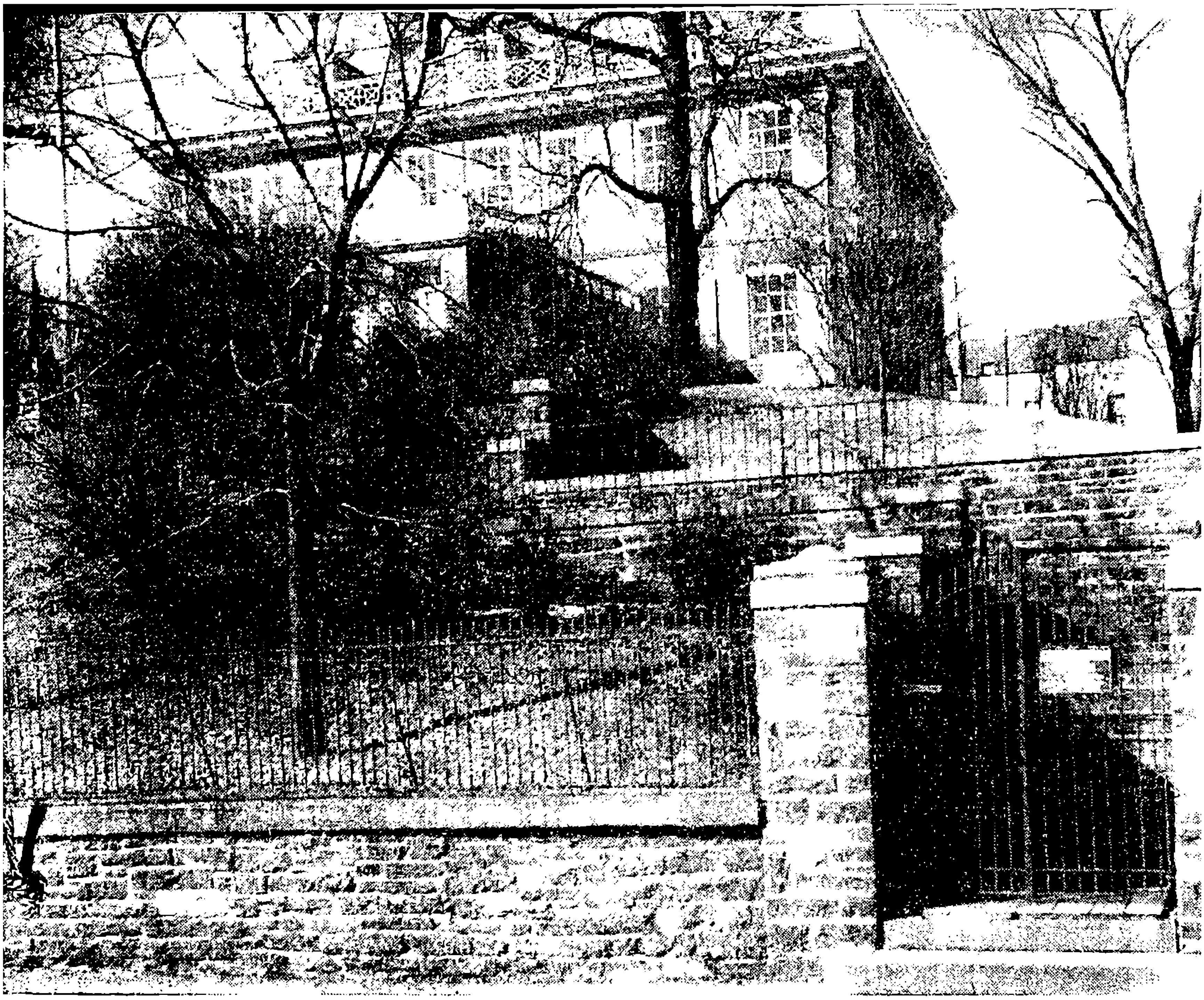
Rewrite the following sentences, changing the pattern by introducing each ... one ... the ... elements which you have already ... beginning of sentences:

1. She sat lost in thought, gently tapping the arm of the chair with her fingers.
2. It ... a matter of conjecture what move the enemy would take next.
3. Everyb... joined ... singing patriotic songs as the parade went by.
4. These are great times ... we are living.
5. We could ... side ... the river a small sailboat making ... appearance ... the point.
6. One must be able ... cares and to enjoy a great many pleasures ... most ... his leisure time.
7. The stranger ... been watching, placing his hand ... animal' neck and his foot firmly in the stirrup, sprang ... horse and dashed down the valley.
8. It had not entered ... head who the visitor might be.
9. All those who ... randstand were lucky spectators.
10. It is very ... your while to get acquainted with the fishermen along the shore and to listen to their salty yarns.
11. The coach, guessing what was wrong and knowing instantly what to do, summoned the doctor and ran out onto the field.
12. It was found that we had made exactly one hundred dollars when the final report was in.
13. They placed him reverently and hopefully upon the ground, believing that he was still alive.
14. There was a great outburst of applause just as the heroes ascended the platform.

15. One could see signs of luxurious living in whatever direction he turned.
16. Thomas Jefferson, author of the Declaration of Independence, walking about his quiet estate in Virginia, was inspired by some of the profoundest ideas in American history.
17. It is required of all young people that they listen to the counsel of their elders to get the most out of life's experiences.
18. David is the most renowned of the world's poets.
19. It was not clear to anybody how the plan would work out.
20. You could see the old man, on any fair day, taking his accustomed walk down the lane with his stick in his hand and his head bowed in thought.

Substitute appositives for one or more of the sentences in each of the following sets and combine each set into one good sentence.

1. Harvard University is situated in Cambridge, Massachusetts. It is the oldest college in the United States. It is also one of the largest.
2. Any company for whom you might work would want to know certain facts. It would want to know your age, your education, and your experience.
3. George Washington was born in Virginia. He was the first President of the United States. He was also the first general in the United States Army. And he was a farmer and a surveyor.
4. Chicago is the second largest city in the United States. It is famous for its stockyards. One of the largest universities in the country is located there.
5. George VI is the present King of England. He is the second son of George V The Duke of Windsor is his brother.
6. The Mississippi River flows into the Gulf of Mexico. It is the largest river in the United States. Mark Twain wrote several stories about it.
7. Elbert Peak is the highest mountain in the Rockies. It is located in Colorado. Mount Marcy is the highest mountain in the Adirondacks. It is located in New York.



NYSPIX-Commc

GENERAL PHILIP SCHUYLER MANSION, ALBANY, N. Y., BUILT IN 1760. SCENE OF HOSPITALITY TO THE WORLD'S GREAT. HERE IN 1780 WERE MARRIED ALEXANDER HAMILTON AND ELIZABETH SCHUYLER. SUCH PLACES INSPIRE THE BEST IMAGINATIVE WRITING.

8. Have you read *Giants in the Earth?* It is a story of pioneer days in America. The author was O. E. Rölvaag.
9. The Finches will visit us at the seashore during July, which is our vacation month. The Finches are friends of my father's from New Jersey.
10. The Philip Schuyler Mansion is located in Albany, New York. It is a shrine of historic interest. It was here that Betty Schuyler was married to Alexander Hamilton.

11. Tom Lockwood is a sophomore at Yale. He was my roommate in boarding school and was a star track man.
12. The library is located on the east side of the park. It is a memorial to Colonel Stetson and was given to the city by Colonel Stetson's friends.
13. The Gorham Manufacturing Company is advertising for a boy with special qualifications. He must be over twenty, a college graduate, and accomplished in chemistry.
14. My father and I made the trip in two days. We were the first to sail around the cape in a boat not over forty feet in length.
15. Vachel Lindsay wrote much about Springfield, Illinois. He was the author of *The Congo*. He was also a troubadour poet.
16. His handwriting was interesting to everybody. It was a fine specimen of neatness and precision.
17 The inhabitants of the mountain villages have many quaint customs. They are people of Dutch and Scandinavian descent.
18. My father is now president of the company. He was one of its founders.
19. The characters in the book all appealed to me. Each one of them seemed like somebody I had known.
20. The day was one that I shall not soon forget. It was filled with memorable experiences.

Group III

a. Below are several passages from biography, essays, and fiction by authors whose works have a permanent place in literature. Read them carefully, studying the structure of each sentence. Observe especially the use of the appositive, the compound sentence with the semicolon, and the beginnings of sentences. Besides the principles of good writing which you have studied, do you find other devices which make the sentence structure attractive?

1.

The Berkshires were "home" for Melville quite as much as Albany or New York; perhaps more so, for he had a feeling for the open country and its ways. By October he had found a near-by farmstead, with a house that had been an inn during

the eighteenth century, an apple orchard on the south side, broad hay fields to the north, and a pasture rising in back of the house to the summit of the hill. The countryside was well cultivated. Maple trees lined the highroad on each side, the willows dropped lazily over the banks of the Housatonic, and, on the lower up and soils, where the amaranth grew, the white threads of birch trees stood out against the dark pattern of the woods. Pittsfield, a village with metropolitan pretensions, the capital of the Berkshires and the resort of palpable celebrities, was only two miles or so away by a road that led down the valley and across the river, past a sawmill, and through the parklike streets of the village itself. (From *Herman Melville*, by Lewis Mumford)

2.

Our grove was an experimental one, as a grove in a new country must be, and held all sorts of things, which we made our own one by one. There were slender white birches, to become beautiful trees in time, from which we stripped bits of young bark. It was quite useless, of course, a flimsy, papery stuff, but we pretended to find use for it, as we had read of others doing. There were handsome young chestnut trees, bravely trying to adapt themselves to their land of exile. The leaves were fine for making dresses and hats, and we spent long July afternoons bedizened like young dryads. There were so many things to do and to investigate in the earlier months that it was midsummer before we reached this amusement. But we watched year by year for the fruit of the tree. And at last, when the first ones came, we carried them proudly to school to exhibit them for the wonderment of the other pupils, and to apply them surreptitiously to the natural uses of a chestnut burr. (From *A Stepdaughter of the Prairie*, by Margaret Lynn)

There are only twenty-four hours to the day — to the day and night! And how few are left to that quiet time between the light and the dark! Ours is a hurried twilight. We quit work to sleep; we wake up to work again. We measure the day by a clock; we measure the night by an alarm clock. Life is all ticked

off. We are murdered by the second. What we need is a day and a night with wider margins — a dawn that comes more slowly, and a longer lingering twilight. Life has too little selvage; it is too often raw and raveled. Room and quiet and verge are what we want, not more dials for time, nor more figures for the dials. We have things enough, too, more than enough; it is space for the things, perspective, and the right measure for the things that we lack — a measure not one foot short of the distance between us and the stars. (From *The Face of the Fields*, by Dallas Lore Sharp)

4.

Immediately after dinner the apothecary went into the front shop to post his ledger, while his daughter washed the dishes with the hot water left in an iron kettle on the stove, where the birch-wood fire was now smouldering coals. She had scarcely begun when she heard a soft scratching at the single window of her kitchen. Through the small panes of glass a face was looking in, — a terrifying face, but one that she expected. She nodded and beckoned with her finger. A short, heavy man shuffled into the kitchen. He seemed loath to enter, yet drawn by some desire stronger than his reluctance. Cecile went to the stove and filled a bowl. (From *Shadows on the Rock*, by Willa Cather)

The Count rose and walked to the window behind his desk, where he stood looking down at the ships anchored in the river, already loading for departure. As he stood there lost in reflection, Auclair thought he seemed more like a man revolving plans for a new struggle with fortune than one looking back upon a life of brilliant failures. The Count had the bearing of a fencer when he takes up the foil; from his shoulders to his heels there was intention and direction. His carriage was his unconscious idea of himself, — it was an armour he put on when he took off his night-cap in the morning, and he wore it all day, at early mass, at his desk, on the march, at the Council, at his dinner-table. Even his enemies relied upon his strength. (From *Shadows on the Rock*, by Willa Cather)

III. USING THE LIBRARY

HAVE you ever felt extremely awkward in your school library, not knowing just what you wanted or where to find it if you did know? Such an experience is common among both students in school libraries and adults in public libraries. This is unfortunate, for you cannot expect to have placed in your hands everything that you will be required to read or will want to read. Much of your work will consist of individual reading for which you must personally be responsible. You will be assigned topics upon which to do research work for oral recitations or written papers. It is important, therefore, to know the equipment of your library and how to use it. The following lessons will show you how to make the best use of your library.

A. Objectives

1. To discover the structure of a book
2. To become familiar with the arrangement of books in the library
3. To learn to use the card catalogue
4. To learn how to take notes

THE STRUCTURE OF A BOOK A carpenter would be very helpless if he knew as little about his tools as most people know about books. Students who are not familiar with the parts of a book are as a consequence unable to make the easiest and most satisfactory use of it. This is unfortunate, since books are the students' tools.

The following are the parts of the average book:

1. *The Half-title Page.* This is the first right-hand printed page in the book. On it is found the exact title of the book.

2. *The Title Page.* This is the next right-hand printed page. On it are found:

a. The title of the book
b. The author's name
c. The name of the publishing company
d. The place of publication
e. The date of publication

SINCE THE CIVIL WAR	Title
by	
Charles Ramsdell Lingley	Author
The Century Company	Publishing Company
New York	Place of Publication
1928	Date of Publication

3. *The Copyright Page.* The copyright is found on the reverse side of the title page. It shows the exact date when the book was published and whether or not there have been later editions. The first date indicates the original edition, while following dates indicate when the book was revised or enlarged. The book whose title page is illustrated above bears the following copyright:

Copyright 1920	Date of First Edition
1926	Date of Current Edition
by	
The Century Company	

For the author or publisher the copyright has special significance. It means that on the date indicated the book was registered in the Library of Congress, Washington, D. C., and that in accordance with the laws of the United States the author or publisher has exclusive rights to the contents of the

book. A copyright is good for twenty-eight years, at the end of which it may be renewed for a like period.

4. *Dedication.* If a book has a dedication, it is usually found opposite the copyright page.

5. *Preface*, *Foreword*, or *Introduction.* In this section the author, or some other person, writes at some length concerning the origin of the book, its purpose, or the material contained in it. By reading the introduction first, you will gain a clearer and more sympathetic understanding of the body of the book. Often a book contains both a preface and an introduction.

6. *Table of Contents.* The table of contents usually appears after the introduction and presents the plan of the book, listing the subjects treated and the order in which they occur. The following is a section of a table of contents:

Chapter		*Page*
I	Reconstruction and Its Aftermath	3
II	In President Grant's Time	31
III	Economic Formation of the New Era	54

7. *List of Maps and Illustrations.* If such lists are included in the book, they will be found following the table of contents.

8. *The Body of the Book* is the development of the subjects listed in the table of contents.

9. *Appendix.* Following the body of the book some authors include an appendix which contains matter not essential to the book but helpful to the reader. Here are to be found such material as bibliographies, notes, and tabular matter. A *bibliography* is a list of books giving additional material on the subject about which the book is written.

10. *Index.* The final part of the book is the index. This is an alphabetical arrangement of references to the contents. It is often very useful for locating particular information. An index is set up as follows:

Ashley, Jones, 18
Associated Press, expansion of, 495
Athletics, 65, 435

ARRANGEMENT OF BOOKS IN THE LIBRARY Unless some regular scheme were used for classifying books and placing them on the shelves, it would be difficult to find them. Therefore a uniform plan is used in most libraries. This system is known as the *Dewey Decimal Classification System*. Having learned it in your own library, you will be quite at home in any other. It provides for the following ten classes of books:

000–099	General Works: books which are so general in character as to belong to no particular field
100–199	Philosophy: psychology, ethics, etc.
200–299	Religion
300–399	Sociology: government, economics, law, education, etc.
400–499	Language: grammars, dictionaries, etc.
500–599	Science: mathematics, astronomy, botany, zoology, etc.
600–699	Useful Arts: medicine, engineering, home economics, business, etc.
700–799	Fine Arts: architecture, painting, music, entertainment, etc.
800–899	Literature: poetry, drama, and essays of all languages
900–999	History: travel, biographies, collected biographies, and the histories of all countries and ages

Fiction is not classified but is arranged alphabetically by authors' surnames. Example: *Dickens*, *Scott*, *Thackeray*.

Arrangement of books on the shelves is according to

1. *The Classification Number of the Book*. This begins with the smallest, *000*, and ends with the largest, *999*. Example: *310*, *420*, *660*, *792*, *860*.

2. *The Author's Name*. When there is more than one book with the same classification, they are arranged under the number alphabetically by the authors' names:

973	*Haworth*	*History of the United States*
973	*Lingley*	*Since the Civil War*
973	*Pease*	*The United States*

There is one exception to this arrangement. Biographies of individuals are all classified as *920* or *B* but they are placed on the shelves *according to names of the persons they are about* instead of by the authors' names. For instance, biographies of Grant are placed before those of Lincoln.

The Call Number of a book consists of the classification number and the first three letters of the author's name. Thus the call number of *Selected Poems*, by Rupert Brooke, is 821. The
Bro
classification number for English poetry is *821*, and *Bro* is the first three letters of the author's name.

It must be remembered that the number *973.5* is smaller than the number *973.6* and that both are smaller than *974*, just as $973.50 is smaller than $973.60 and both are smaller than $974.00.

THE CARD CATALOGUE The card catalogue is an alphabetical listing of the books in the library, each book being listed on a card bearing the *title*, the *author's name*, and the *subject*. The card catalogue forms an index, or directory, to the library. It is filed in a cabinet containing drawers, called *trays*, in which the cards are placed with guide letters on the outside of each. Examples: *A–Ah*, *By–Ca*.

Each book in the library is entered in the catalogue on three or more cards, as follows:

1. *The Author's Card*, upon which the author's name appears on the first line

```
973.8  Lingley, Charles Ramsdell, 1877-1934
Lin         Since the civil war, by Charles
       Ramsdell Lingley.  Rev  ed.  N.Y.  The
       Century co. 1926.

            730 pp., maps.
```

2. *The Title Card*, upon which the title appears on the first line

```
973.8        Since the civil war.
Lin     Lingley, Charles Ramsdell, 1877-1934.
             Since the civil war, by Charles
        Ramsdell Lingley   Rev  ed.  N.Y   The
        Century co. 1926.

             730 pp.  maps.
```

3. *The Subject Card*, upon which the subject appears in red letters on the first line. There may be more than one subject card for the same book.

```
973.8        United States - History
Lin     Lingley, Charles Ramsdell, 1877-1934.
             Since the civil war, by Charles
        Ramsdell Lingley   Rev  ed.  N.Y   The
        Century co. 1926.

             730 pp., maps.
```

The data on the catalogue card are explained as follows:

1. The *call number*, in the upper left-hand corner
2. The *author's name*, followed by the date of his birth or, if there are two dates, those of his birth and death
3. The *exact title* of the book
4. *The publisher*
5. *The copyright date*
6. *Information as to whether the book is illustrated or not*
7. *The number of pages in the book*

You will frequently find in the catalogue what are known as *cross reference cards*, which refer you to the subject under which the material or additional material is listed. A cross reference card looks like the following:

```
        Aviation, see
    Aeronautics.
```

The card catalogue has a number of uses, the most important of which are:

1. To determine whether the library has a certain book, the author or title of which you know
2. To locate a book on the shelves by means of the call number
3. To find material on various topics
4. To determine, by discovering the copyright date, the current value of material contained in a book.

Taking Notes Senior high school students are frequently called upon to do reference work in the library. This means looking up in books and periodicals material which may be used in recitations or in written papers. Because of the length of the material you cannot use it all, so you make digests. This process consists in taking notes on what you read and then expanding them into whatever length is required. Thoroughness and accuracy are important; hence your notes should be taken with great pains. The following suggestions for taking notes will be helpful:

1. Provide yourself with sharp pencils and either a loose-leaf notebook or a supply of regular library cards 3 by 5 inches in size. The cards are preferable, because they can be more easily sorted and your material more readily arranged for making an outline.

2. Go to the card catalogue, find the title of the book you wish, and, by use of the call number, locate the book on the shelf. If your material be in a periodical, locate it by using *The Reader's Guide to Periodical Literature.*

3. Read the article through as rapidly as you can to get a general impression of the contents and its arrangement.

4. Write upon your card the title of the book or periodical, the author's name, and the page. It is often useful to have also the copyright date and the publisher. In case of periodicals always record the volume and the date.

5. Read the article through again carefully, section by section or paragraph by paragraph. Pick out the main idea and subordinate ideas of each and place these in topic form on your cards. Put them into your own words, unless you wish to use them as quotations. In such instances be sure to copy the exact words of the author and place them in quotation marks.

6. Arrange your cards in the order in which you wish to use the notes upon them. This may depend on the amount of time allotted you if you are to use your material orally, or space if you are to write. Your arrangement should be logical and your most important topic should be placed at either the beginning or the end.

7 You are now ready to make your outline, which should consist of a careful arrangement in detail of all the material you intend to use. It may be in either topic or sentence form, though the latter is usually easier to develop.

The process of taking notes and expanding them into an outline is briefly illustrated by the following. Read the passage through, and then make notes somewhat like those which you will find at the conclusion of the passage.

Manners throughout the English countryside savour of those in town and city, although they are somewhat less formal as is always characteristic of people who live on the land. Nevertheless, the same high standard of outward behaviour prevails. That respect for custom and usage which has stamped the higher circles of English life is evident also in the rural districts and among the labouring classes. There is evident as well a similar respect, quite divorced from subservience, for the upper ranks of society in so far as they deserve to be respected, the so-called gentry, the titled persons, the Court, and, above all others, for the Royal Family. Whether the English countryman is consciously aiming to imitate his betters in his own manners and bearing or whether he is quite unconsciously subscribing to a traditional aristocratic ideal of behaviour can hardly be ascertained. There is probably something of each, plus his own self-respect as an Englishman, in his decent and seemly conduct upon all occasions.

The English labourers and tradesmen have respect also for their work whatever it is. In this I believe there are fewer exceptions in England than elsewhere. They take their time at their work, do not betray over-seriousness or too much zeal about it, but they perform it well and take an obvious pleasure in it, which in turn provides pleasure for those whom they serve. The telegraph boy, who pedals two miles from town with messages for me, tells me he enjoys his ride through the country; my gardener works on Wednesdays from dawn till dark with never a pause except to eat his luncheon and to light his pipe, seemingly satisfied and content with his seven shillings a day; I am sure of the smile and bared head of the coal man at my back door, of the milkman, and of the baker's boy.

In spite of the reserve characteristic of the English, people in the country seldom fail to greet one on village streets, in the fields or lanes, and to follow this greeting with some comment on the weather at hand. The usual "Good-night" used throughout England after sundown is a pleasant feature of evening walks everywhere. On the buses, which now run practically in all directions, connecting the most outlying hamlets with the nearest market towns, one customarily falls into conversation with one's neighbour in the same seat and is always rewarded with a cordiality which, although it never exceeds bounds, is never withheld and always genuine.

"AT CHRISTMAS TIME BOYS SING CAROLS FROM HOUSE TO HOUSE"

English country and village children are the best mannered in the western world. One simply never detects the slightest sign of rudeness among them, and for any of them to shout after a passing car, to beg, or to make personal remarks of any sort to strangers is utterly unheard-of. Whether they are taught in the elementary schools or whether they are merely nourished in the general atmosphere of politeness about them, they rarely forget to touch their caps or to bow to older people, and questions asked of them are always courteously answered with *sir* or *madam*. When they appear at one's door on Guy Fawkes Day in November with their effigies often cleverly dressed and arranged in their carts, their good manners elicit willing pennies for their fireworks; and on May Day one gladly gives to the village May Queen and her gorgeously arrayed attendants. At Christmas time boys sing carols from house to house, often in small groups of their own making, and their behaviour when they are asked indoors for sweets and pennies leaves nothing to be desired. (From *This England*, by Mary Ellen Chase)

Paragraph 1

Manners among English country people
Comparison with those in towns

Less formal
High standards
Regard for customs and usages
Respect for upper ranks
Love of imitation or aristocratic ideals
Perhaps combination of both

Paragraph 2

Laborers and tradesmen
Respect for work
Leisure
Absence of overseriousness
Obvious pleasure
Various occupations

Paragraph 3

Lack of reserve
Common greetings
Pleasant "Good-nights"
Conversation on buses

Paragraph 4

Country and village children
Best manners
No rudeness
School and home training equal
Holiday behavior
Rewards

These random notes may be reconstructed into the following outline:

I. Manners among the English country people are comparable to those in town.
   A. They are less formal.
   B. They are of a high standard.
      1. They show regard for customs and usages.
      2. They indicate respect for upper ranks.
   C. The country people love imitation and aristocratic ideals.
      1. They practice a combination of both.

II. The English laborers and tradesmen respect their work.
   A. They perform it leisurely.
   B. They do not take it overseriously.
   C. They derive pleasure from it.
      1. This is illustrated by the messenger boy, the gardener, the coal man, the milkman, the baker's boy.

III. Englishmen overcome their reserve among themselves.
   A. They indulge in common greetings.
      1. Their "Good-nights" are pleasant.
   B. Their conversation on buses is cordial.

IV Country and village children possess the best manners.
   A. They exhibit no rudeness.
   B. Their training in school and at home is equally good.
   C. Their holiday behavior is beyond reproach.
      1. It is generously rewarded.

B. Activities

Group I

Arrange the following classification numbers in the order in which they would appear on the library shelves:

020	137
423	973.04
973	811
811.08	629
944	833
720	590

b. If you know that

942 is the classification number for English history
920 for biography
720 for architecture
657 for bookkeeping
320 for civics
944 for French history
814 for American essays
811 for American poetry
530 for physics

give the complete call number for the following books:

Cather	*One of Ours* (fiction)
Crew	*Modern Physics*
Hathaway	*Napoleon, the Little Corsican*
Johnston	*The French Revolution*
Minor	*Bookkeeping Practices*
Montgomery	*English History*
Morley	*Selected Essays*
Price	*A B C of Architecture*
Reed	*Forms and Functions of American Government*
Sandburg	*Collected Poems*

c. Look up the following in the card catalogue:

1. A book by May Lamberton Becker
2. The author and title of a book about the Monroe Doctrine
3. The author of the book entitled *Twentieth Century Authors*
4. The subject you are referred to when looking for *dramatic art*

d. Select one of the following topics, look up what material on it you can find in the library, take notes, and arrange them in an outline upon which you might write a paper:

1. Winter Sports
2. Careers
3. A Favorite Author
4. Progress in Aviation
5. Hobbies
6. Photography

Group II

a. Arrange the following classification numbers in the order in which they would appear on the library shelves:

803	822.33
930	330
933	398
521	940.9
819	680
822	940.3

b. If you know that

509 is the classification number for the history of science
520 for astronomy
608 for inventions

750 for painting
814 for American essays
920 for biography
946 for Spanish history
950 for Asiatic history

give the complete call number for the following books:

Barstow	*Famous Pictures*
Bok	*Americanization of Edward Bok*
Chapman	*History of Spain*
Epler	*Clara Barton*
Gibbons	*New Map of Asia*
Hale	*New Heavens*
Holland	*Historic Inventions*
Knickerbocker	*Present Day Essays*
Scott	*Ivanhoe* (fiction)
Sedgwick	*Short History of Science*

c Look up the following in the card catalogue:
1 The author and title of a book on commercial law
2. The title of a book by Joseph Conrad
The author of *The Derelict*
4. The subject to which you are referred when you look for material under *Commercial Geography*

d. Select one of the following topics, look up what material on it you can find in the library, take notes, and arrange them in an outline upon which you might write a paper:

1. The Importance of Radio
2. Etiquette
3. Inventions in the Twentieth Century
4. Safety in Driving
5. A Foreign Country
6. Clothes
7 Chemistry in Daily Life

Group III

Arrange the following classification numbers in the order in which they would appear on the library shelves:

292	151	370.1	920
423	370	371	808.3
580	682	944	808.5

b. If you know that

292	is the classification number for mythology
347.7	for business law
371.42	for vocations
650	for business
822.33	for Shakespeare
920	for biography
938	for Greek history
940	for European history
973	for United States history

give the complete call number for the following books:

Bury	*Hellenic History*
Ferber	*So Big* (fiction)
Gano	*Commercial Law*
Gayley	*Classic Myths*
Hall	*Our Ancestors in Europe*
Mace	*American History*
Meyer	*Planning Your Future*
Shakespeare	*Hamlet*
Shaw	*Story of a Pioneer*
Sparling	*Business Organization*

c. Look up the following in the card catalogue:

1. The author and title of a book about Andrew Jackson
2. The author of the book entitled *Good-bye, Mr. Chips*
3. The title of a book by Robert Louis Stevenson
4. The subject to which you are referred when you look for material about the Japanese-Chinese War

d. Select one of the following topics, look up what material on it you can find in the library, take notes, and arrange them in an outline upon which you might write a paper:

1. The Power and Danger of Propaganda
2. Efforts to Establish World Peace
3. Interior Decorating
4. History of Journalism
5. The American Theater
6. The Opera
7. The Importance of Advertising

IV. NARRATION

NARRATION is the form of writing that relates events in the order of their occurrence. It may include the other forms of writing: description, explanation, and argumentation. Narration is probably the commonest form of writing and in some respects it is the simplest.

A. Objectives

1. To discover the purpose of narration
2. To learn the elements of narration
   To study the regulations for writing narration

THE PURPOSE OF NARRATION Narration is used to tell a story. It appears in the forms of fiction, poetry, history, and biography. But only a relatively small group of professional people write these various forms of literature. Of what use, then, is narration to the average student? The answer is that there is one use of narration which everyone frequently makes. That is to tell personal experiences. And since this is a form of entertainment, everyone wants to be able to do it well.

THE ELEMENTS OF NARRATION There are three important elements in narration: people, incidents, and setting. Narration is concerned with what people do and where they do it. Let us consider these separately.

Readers are chiefly interested in people. That is the reason that newspaper stories often include so many names. The same story might be told many times and by many different people without arousing your interest. But when you discover that it concerns somebody whom you know, it fascinates you.

In the telling of your personal experiences it is chiefly you that interests your readers. The incidents merely add to the

main interest. To be sure, other characters may appear in your story, and you make them as attractive as possible. This you do by describing them and by making them talk. If your story is not about yourself, on the other hand, the people whom it is about are still the real objects of interest.

Next in importance to the people in your story are the incidents. Choosing incidents always introduces a problem. What are you going to write about? What is to be the central idea? How are you going to select it? Any good narrative must have a specific purpose and must move toward some definite end.

Select a central idea that you can make most appealing to your reader. You will probably be able to make some single idea interesting either because you recall it vividly or because it is filled with excitement. Concentrate on this idea and make all others subordinate to it.

If your story is one of personal experience, there will be no question concerning the setting. You merely must remember that setting is more than a description of the place in which the action occurs. It includes the characteristics of the place and of the people and of all that habitually goes on there. How people talk and live, for instance, is an important element of setting.

If your story is imaginative, be sure not to choose a setting about which you know little or nothing. If you want to use a certain setting and know little about it, take pains to investigate before you write. Many authors have gone to the extent of living in special localities or of traveling to foreign countries in order to get real knowledge of people and their customs before writing stories.

WRITING NARRATION We have said that writing narration quite simply consists of relating a series of events in order of their occurrence with special emphasis on a central idea. The following suggestions will help you carry out this process:

1. *Begin promptly.* Many otherwise good narratives have been ruined by awkward beginnings. Do not include at the start material that has nothing to do with the story. Readers or listeners may weary and lose interest before your story begins. Following are the first sentences of four different stories. Observe how promptly they begin.

It was early evening of a day in the late fall, and the Winesburg County Fair had brought crowds of country people into town. (From *Sophistication*, by Sherwood Anderson)

Mrs. Cardeezer was the last one to arrive. (From *Mr. Cardeezer*, by Edwina S. Babcock)

Promptly at quarter of ten P.M. Mrs. Brady descended the steps of the Elevated. (From *Night Club*, by Katharine Brush)

I was standing on deck near the forward companionway watching my fellow passengers come aboard the ship. (From *Beyond the Cross*, by Dora Burnett)

2. *Be specific.* Do not begin with a general statement. If you are telling a personal experience, depend on your memory for specific details. If you are telling an imaginative story, you must skillfully invent the details. But remember, they are what readers are interested in. Observe in each of the initial sentences above how the authors have followed this suggestion for specific detail.

3. *Be orderly.* Relate your incidents in sequence. It bores and confuses readers and listeners to be forced to skip around with the author in an illogical order of events. The order should be carefully thought out in advance.

4. *Use simple and appropriate language.* Do not attempt to use words and sentence structure beyond your ability. Simple words and sentences that are not too long are best. Strive also for the correct words for both description and conversation, unless you are portraying characters. In that case, make them talk as naturally as possible.

5. *Close promptly.* It is as important to stop promptly as it is to begin promptly. At either end of your story you may tire

your reader. When you are done, stop. It is better to stop too short than to drag your story to unwieldy length.

B. Examples of Narration

1. It seemed strange to be in a schoolroom at night, dark outside, dusky inside with kerosene lamps, and stranger to see men and women sitting at desks built for boys and girls. The teacher of that school took charge. About half of those who had come sat as audience. The other half chose sides and stood in lines along two walls. The teacher gave out words from a familiar spelling book, first to one side, then to the other. Each person who misspelled a word went back to his seat. When nobody was left on one side, the other was the winner. Then came the match for individuals, all in one long row. First the teacher gave out easy words. The line grew confident, and the audience restless. He turned farther toward the back of the book. Hard words thinned us out. Hard words, however, were not enough. There were wary spellers in the line. Finally he came to tricky words. The line shortened to three, a man, a woman, and a boy. He gave me the word *indelible* and I spelled it. Four or five turns later, he gave me *deleble*. I had never seen the word, spelled by analogy with indelible, and went down. I do not remember whether the man or the woman left was the victor.

But I remember what happened on the way home. Guy and I got away with the pony ahead of most of the others. He was trotting at his usual jog along the narrow dirt road when we heard sharp hoofs behind us. By the faint moon we could see that it was our own teacher and another man, driving the showy sorrels Dexter and Rarus to an open buggy. They swung to the left and started to pass. Dick was eighteen and lazy and fat, but he loved a race better than food or drink. Guy and I were still hot with competition. The pony broke into a run and we gave him his head. Dexter and Rarus fell back for a moment. I suspect the men were astonished, and not too sure it would be safe to race with boys so young. Then the team drew closer to us. We hogged the road without a scruple, yelled at Dick, and lashed him with the ends of the reins. He ran like a dog, head down, nose out, his belly close to the ground, his unshod feet making almost no sound. For a quarter of a mile Dexter and Rarus

could not pass him, and when at last they did, they had to plunge by with two wheels dangerously in the ditch at the side of the road. Dick accepted what he could not help and, blowing noisily, lagged the rest of the way home. Guy and I were wild with a triumph we would never have felt if one of us had stood up last in the spelling match. Dick had kept ahead of Dexter and Rarus for a quarter of a mile, which was his distance. We were not so wild as to tell our parents, who would have known that racing horses in harness in the dark along a rough narrow road is one of the best ways to break a neck. And our triumph was absolute when the next day at school our teacher praised the pony. (From *Three Worlds*, by Carl Van Doren)

2. This was the first railroad train that I had ever seen. It disappointed me; the legendary speed of trains about which I had heard so much in Idvor was not there. When the whistle blew and the conductor shouted "*Fertig!*" (Ready!), I shut my eyes and waited anxiously, expecting to be shot forward at a tremendous speed. But the train started leisurely and, to my great disappointment, never reached the speed which I expected. It was a cold October night; the third-class compartment had only one other passenger, a fat Hungarian whom I could not understand, although he tried his best to engage me in a conversation. My sheepskin coat and cap made me feel warm and comfortable; I fell asleep, and never woke up until the rough conductor pulled me off my seat and ordered me out.

"Vienna, last stop, he shouted.

"But I was going to Prague," I said.

"Then you should have changed at Gaenserndorf, you idiot!" answered the conductor, with the usual politeness of Austrian officials when they see a Serb before them. "But why didn't you wake me up at Gaenserndorf?" I protested. He flared up and made a gesture as if about to box my ears, but suddenly he changed his mind and substituted a verbal thrust at my pride. "You little fool of a Serbian swineherd, do you expect an imperial official to assist you in your lazy habits, you sleepy muttonhead?"

"Excuse me," I said with an air of wounded pride, "I am not a Serbian swineherd; I am a son of a brave military frontiersman, and I am going to the famous schools of Prague."

He softened, and told me that I should have to go back to Gaen-

serndorf after paying my fare to that place and back. When I informed him that I had no money for extra traveling expenses, he beckoned to me to come along, and after a while we stood in the presence of what I thought to be a very great official. He had a lot of gold braid on his collar and sleeves and on his cap, and he looked as stern and as serious as if the cares of the whole empire rested upon his shoulders.

"Take off your cap, you ill-mannered peasant! Don't you know how to behave in the presence of your superiors?" he blurted out, addressing me. I dropped my multicolored bags, took off my yellow sheepskin coat in order to cover the bags, and then took off my black sheepskin cap, and saluted him in the regular fashion of a military frontiersman. I thought that he might be the emperor himself and if so, I wondered if he had ever heard of my trampling upon his yellow-black flag at that May-day festival in Panchero. Finally, I screwed up my courage and apologized by saying:

"Your gracious Majesty will pardon my apparent lack of respect to my superiors, but this is to me a world of strangers, and the anxiety about my belongings kept my hands busy with the bags and prevented me from taking off my cap when I approached your serene Highness." I noticed that several persons within hearing distance were somewhat amused by this interview, and particularly an elderly looking couple, a lady and a gentleman.

"Why should you feel anxious about your bags?" said the great official. "You are not in the savage Balkans, the home of thieves; you are in Vienna, the residence of his Majesty, the Emperor of Austria-Hungary."

"Yes," said I, "but two days ago my roast goose was stolen from one of these bags within his Majesty's realm, and my father told me that all the rights and privileges of the Voyvodina and of the military frontier were stolen right here in this very Vienna."

"Ah, you little rebel, do you expect that this sort of talk will get you a free transportation from Gaenserndorf to Vienna and back again? Restrain your rebellious tongue or I will give you a free transportation back to your military frontier, where rebels like you ought to be behind lock and key."

At this juncture the elderly looking couple engaged him in conversation, and after a while the gold-braided mogul informed me

proceed. had called
Serbian shepherd little while led train and
compa Presently the
clean looking most friendly.
take off my
ed me that

and said
told me
America.
"Then you must
know bout Lincoln.
From *Inventi*
M P

on the
second-
beer pock-marked he was.
He accor I asked true that
my I Dundee!
I
I Noble —
I'
He to in the fighting line,
and after me for which a small chap.
I grateful. He it money?
I I had —
"That right, he said. "You
I'll look after it for you.
I did but he must have all about for I never saw
anything of it
Well, morning, coming down and finding
nothing but a piece of green fat for me, I took
it over to let Jimmy Jimmy the time
with a tempting display before I at the crying point
with vexation and hunger. He got me down beside him and
gave me a piece off his plate and some warm cocoa, telling me to
"tuck in, and he would let me know

H' I enjoyed breakfast. I' the first decent meal I'd had since I came aboard.

After divisions, we went to a quiet corner, where he explained how I was to set about bettering things. He said I must fight for it. All the boys had to — Scotch boys especially.

"HOW ENJ ED TH T BREAKFAST"

"Look he said. I ll you'll do — Tomorrow, if you get stuff like had up to the table and fling it in White' and take his — Now, mind do it, he added, quickly, seeing the look of dismay that came into my face on hearing this — "mind you do it, or you'll get a hiding from me. The vicious nip he gave my arm told me he would, too.

I was now between two fires, and almost certain of a scorching from one or other of them. All through the forenoon I thought and

thought, but out of the difficulty passed miserably

Next morning I came down and found the same mass of green blubber awaiting me. Instinctively I looked across the deck to Jimmy He was alert! He threw over a half-threatening, half-encouraging nod, and I saw his lips form the words, "Go on!" There nothing else for it.

With inward prayer to heaven for strength and a good aim. I sidled up the gangway between our mess and the next, and before those the top could recover from their astonishment at a novice taking liberty, I let fly, and the greasy missile struck White fair between the eyes, filling both of them. I then snatched the pork from his plate — a fine, square, juicy, lean bit — and into my mouth it went.

White let a yell out of him, and scraping the fat from his face flung it into the boy's opposite. In a moment all was confusion. I had arcely swallowed the pork when I found myself standing up to White, and he dancing round me like an india-rubber man.

How I got through the next ten minutes goodness only knows. I was knocked down in the first round; had my ear peeled in the second; and in the third I got such a drive in the stomach that the nugget I had bolted jumped back into my gullet again and almost choked me.

But I had drawn blood. White's nose was bleeding, and when the shout went up, "First claret for Scottie!" I tell you my heart sang! And I remember thinking: "What fine sports these English fellows are!"

In the fourth round Providence very kindly placed White's legs against the coamings of a hatchway. I gave him a clean hit, and down he went into the deck below like a sack of potatoes. Two of his chums brought him up again in no time, but he had had enough of it. He held out his hand and "gave me best.

From that morning I had no trouble whatever. No more fagging, and breakfast always kept — a nice piece of lean pork on a plate, bread to correspond, and cocoa warm — all waiting for me when I came down. (From *Sam Noble, Able Seaman*, an autobiography, with a foreword by A. F Davidson)

These selections may lead you to read the books in their entirety

C. Activities

Group I

a. Probably to you the most familiar forms of narration are the short story and the novel. Find one good example of narration in each of the following: history, biography, poetry. Read them carefully, observing how each relates a series of incidents. The first two examples will probably be incidents selected from longer works.

b. Find what you consider an interesting narrative of personal experience. Read it or relate it to the class, explaining how the interest centers about the narrator and how the incidents serve to increase your interest in him.

c. Reread the first of the narratives under *Examples of Narration.* Explain how each of the five regulations for writing narration is applied.

Make a list of five experiences in your own life, each one of which you think would make an interesting story. Any experience well told makes a good story. Why do you think each of these five would be especially appealing?

e. Select one of your five experiences and prepare to write it in about 500 words. First arrange your incidents in order of occurrence. Which one do you plan to emphasize? That is, what is to be your central idea? Relate the incidents so that each will increase the reader's interest in you. Be sure to give enough of the setting at the beginning or as you go along so that the reader can visualize each incident. Try to make a prompt beginning and ending.

f. On succeeding days write at about the same length the remaining four experiences which you have listed. Try to make each one more interesting than the preceding.

Group II

Read a short biography or choose a single incident from a longer autobiography and make a careful study of the manner in which the author presents each happening. Before doing this reread carefully the second example under *Examples of Narration.* Observe how interest in the episode increases and how a surprise awaits the reader at the end.

b. Study carefully the beginning and the ending of each of the examples of narration. In each case is the effect good? What is your comment on the order of the incidents as related and on the appropriateness of the language in each?

c. Relate the story of your life, imagining it to be the opening chapter of a longer autobiography to be completed later. See how ingeniously you can begin and end it and how skillfully you can weave the incidents together. Try to make one or two episodes stand out and the others serve as links holding the outstanding ones together. Do not limit yourself to any specific number of words, but beware of dragging it out too long and of telling too little to arouse curiosity

d. Bring to class what you consider a good newspaper narrative and explain how the author makes use of people, incidents, and setting to make his appeal to readers. Can you rewrite it, introducing details, especially of setting, that will increase its interest?

e. Write a story as you recall someone else telling it. If it was well told. try to preserve all the good qualities you remember in the telling. Otherwise see how you can improve the telling.

f Try writing an imaginary story See how cleverly you can invent characters and incidents. Give special attention to setting. remembering that it consists of more than merely describing the place in which action occurs.

Group III

a. Select the personal experience of another from a book — adventure or fiction — and relate it to the class in your own words. imagining yourself to be the author. See how much of the original color and detail you can retain.

b. Interview a person who has had an unusual experience of some sort and then write the story as it was told to you, preserving all the individuality of the teller of the story that you can, especially in language.

Recall what ordinary experiences furnished the narratives in the examples of narration. Write a real or imaginary narrative on one of the following:

1. A Ride on the Bus
2. Overcoming an Enemy

3. A Day at the Fair
4. Alone on the Farm
5. Identifying a Stranger

d. Recall an experience that occurred in the life of another person and write it as though you were the person to whom it happened. See how perfectly you can put yourself in another's place.

e. The following are opening sentences of real stories. Can you select one and make it the beginning of a narrative — real or imaginary?

1. True! — nervous — very, very dreadfully nervous I had been and am. (*The Tell-Tale Heart*, by Edgar Allan Poe)
2. The woods were already filled with shadows one June evening, just before eight o'clock, though a bright sunset still glimmered faintly among the trunks of the trees. (*A White Heron*, by Sarah Orne Jewett)
3. Twenty miles west of Tucson the "Sunset Express" stopped at a tank to take on water. (*The Roads We Take*, by O. Henry)
4. At the busy corner of Fifth Avenue and Forty-sixth Street there was, last summer, a traffic policeman who made you feel that he didn't have such a terrible job after all. (*There Are Smiles*, by Ring Lardner)
5. I picked up the book and regarded it with interest. (*The Half Pint Flask*, by DuBose Heyward)

f. The following are concluding sentences of actual stories. Can you write a brief narrative of your own that would lead up to the use of one of them as its final sentence?

1. And life was sweet again, and they were poor. (*The Cog*, by James Oppenheim)
2. He told me about it once. But I've forgotten. (*The Man From Alesia*, by Naomi Mitchison)
3. He went to bed a hungry man, and all through the night he repeated in his sleep: "A picnic, oi, a picnic!" (*A Picnic*, by S. Libin)
4. It was there, in the house, and the only one in the Row. (*Mrs. Evans Number Six*, by Rhys Davies)
5. And, laughing in the new way, she ran down the stairs. (*Marriage à la Mode*, by Katherine Mansfield)

V. MAKING SPEECHES

You have studied the use of speech in various forms of expression, such as conversation, explanation, argumentation, discussion, telephoning, storytelling, and making speeches. Formerly public speaking was done almost exclusively by politicians, statesmen, lawyers, and clergymen. Today everybody makes speeches. There is scarcely an occupation in which the ability to speak well in public is not an asset.

Fine public speaking demands hard work at the desk and skill on the platform. To prepare a first-class speech is not easy; to deliver it well is an art. You must learn to be patient in the one and careful in the other.

A. Objectives

1. To learn how to choose a subject
2. To learn how to gather and organize material
3. To study the structure and outline of a speech
4. To practice delivering speeches
5. To become familiar with some of the more common types of speeches

CHOOSING A SUBJECT Sometimes the subject for your speech will be decided for you by the occasion. At other times, however, you will be expected to select your own topic. In any event the subject of your speech should meet the following general requirements:

1. *It should be within your grasp.* There is great danger in attempting to make a speech upon a subject that is beyond your ability to handle. There might be those in your audience who would know more about it than you do, and a poor presentation would only mean a waste of time for them and em-

barrassment for you. If you are at liberty to choose your own subject, it is always better to stick to a field with which you are familiar.

2. *It should have appeal.* You will find it difficult to make an acceptable speech to an audience upon a subject in which they are not interested. The best subject is always one that appeals both to the speaker and to the listeners. Clever and experienced speakers may sometimes arouse an audience to appreciate a subject in which they previously had no interest, but it is risky business for a beginner to attempt to do this.

3. *It should not be too general.* The public speaker has to consider the amount of time at his disposal and cannot plan to cover too much ground. You probably have heard speakers cover a theme so generally, however, that you came away with no definite idea about it. It is far better to restrict your speech to a single aspect of your subject and try to discuss it fully and interestingly. The effect on the audience will be more satisfactory and your reputation will be safer. It would be difficult, for instance, to make a ten-minute speech on the general subject of radio, but you could in that time say something about the improvement of radio programs or the entertainment value of certain types of broadcasting.

4. *It should be one upon which you can get information.* Many an interesting subject has to be discarded because no adequate material on it is available. This is often true in debating. If you are fascinated by a certain topic and wish to use it, consult all available sources to make sure there are sufficient data to warrant your going ahead with it. You can save much valuable time by complete research before you begin the preparation of your speech.

GATHERING MATERIAL · Gathering material for a speech may not be difficult if you already know a great deal about it. If your information happens to be slight, collecting material may be a task. How shall you get it?

1. *Keep a scrapbook or file of all the data you come upon pertaining to your subject.* Such a file might consist of stories, clippings, experiences, titles of books, references, letters, and quotations.

2. *Keep a notebook in which you jot down your own thoughts on your favorite topics.* Such notes may be at random or arranged by subjects in a loose-leaf book. You will find it profitable to browse through your own notes before starting your preparation for a speech.

3. *Spend much time in concentrated thinking.* When you sit down thoughtfully with a subject, you will be surprised to discover what new ideas upon it come into your mind or what new sources of material you may think of.

4. *Consult other people.* A casual question, a conversation with those who are informed on your subject, or interviews with people who are specialists are among the best means of obtaining fresh and authentic material. In this way you will often find approaches to your subject which had never occurred to you.

5. *Use reference books and other literature generously.* Remember that material copied from books does *not* make speeches; but such material is valuable when you digest it, fit it into your plan, and use it to supplement your own ideas. Read widely books that are devoted exclusively to your subject, but become acquainted with such reference books as the *Reader's Guide to Periodical Literature* and the *Encyclopaedia Britannica.* Your library will probably have guides to other sources.

6. *Take careful notes.* Unless you learn to take notes skillfully, you will never get the most from any source of material. The best suggestions for taking notes are:

a. Use 3″ by 5″ cards. These can be readily arranged for your convenience when you come to writing.

b. Place but one reference on a card.

c. Be sure that the card contains the necessary facts concerning the source: title, volume number of magazines, author, page, and publisher. Use quotation marks for all

quotations. Learn to make your notes as brief as possible, but not so brief that you cannot make sense from them when you sit down at your desk.

ORGANIZING MATERIAL Every good speech demands a plan. Famous speakers frequently rewrite their speeches many times. Do not delude yourself by believing that you can make a good speech without careful organization. A plan gives order to your ideas, proportions your time, and makes your speech easier for the audience to follow. To make a plan:

1. *Have definitely in mind the occasion for your speech.*
2. *Word your topic in the most direct style possible.*
3. *Make a list of all the topics you can think of that bear upon your subject.* Suppose your subject be *The Value of a High School Course.* Your list might include the following: maturity, variety of opportunities, gainful occupations, useful habits, broader culture, friendships.
4. *Select from all your topics those which you consider most important to treat in the time at your disposal and arrange them in the order of their importance.* You might emerge with the following headings:

   a. Useful Habits
   b. Time for Maturity
   c. Valuable Training
   d. Opening of Opportunities

MAKING AN OUTLINE With your material collected and your plan made, you are now ready to construct an outline. An outline should consist of three parts: *introduction*, *discussion of main ideas*, and *conclusion*. It may be written in topics or in sentences. Sometimes it is helpful to do it both ways, first in topics and then in sentences, each sentence becoming a topic sentence for a paragraph. Orderly arrangement and proper use of symbols are the most essential characteristics of an outline.

Let us now make an outline for the subject, *The Value of a High School Education.* Your audience is to be a group of students

just graduating from junior high school, and your purpose is to present to them the benefits of a high school education. Your time is to be fifteen minutes.

Topic Outline

INTRODUCTION

I. Indefinite ideas on part of students (1 minute)
  A. Desire to go to work
  B. Unimportance of future study
II. Result of indecision (2 minutes)
  A. Going to work without assurance
  B. Attending school without conviction

DISCUSSION

I. Cultivation of useful habits (2 minutes)
  A. Concentration
    1. Study
    2. Application to tasks
  B. Diversified interests
    1. Pursuit of new ideas
    2. Interest in others
  C. Reading
    1. Background for life
    2. Diversion
II. Time for maturity (2 minutes)
  A. Better chance of gaining employment
    1. Lack of consideration for youth
    2. Development of personality
  B. Increased capacity for holding job
    1. Richer background
    2. Better judgment
III. Valuable training (2 minutes)
  A. Variety of subjects
    1. Increase of knowledge
    2. Wider range of imagination

B. Extracurricular activities
  1. Athletics
  2. Clubs

IV. Special opportunities (3 minutes)
  A. Contact with instructors
    1. Acquaintance with employers
    2. Counselors' advice
  B. Preparation for college
    1. Possibility of changing mind
    2. Valuable background
  C. Select friendships
    1. Quality of high school students
    2. Variety of tastes

CONCLUSION

I. Obvious benefits (2 minutes)
  A. Economic
    1. Better positions
    2. More rapid success
  B. Academic
    1. Richer background for business
    2. College preparatory work
  C. Social
    1. Wider acquaintances
    2. Additional interests

II. Importance of high school education (1 minute)

Having developed your plan into a topic outline, you should find it helpful to convert that into a sentence outline before beginning to write. You will discover that each sentence that expresses a main idea may serve as a topic sentence in a paragraph of your completed speech. Experienced speakers may omit one of the two outlines; but beginners will find the extra step considerably to their advantage. Later on you may be able to write your sentence outline first or complete your speech from the topic outline.

Sentence Outline

INTRODUCTION

I. On leaving junior high school, students possess no fixed ideas about the value of a high school education.
- A. Many junior high school graduates want to go directly to work.
- B. Some are convinced of the unimportance of going to high school.
- C. Others wish to go but are not sure of the value of attending.

II. Such indecision has unfortunate results.
- A. A large percentage of boys and girls go to work without assurance.
- B. An equal number go on to high school without conviction.

DISCUSSION

I. Attending high school helps to cultivate useful habits.
- A. It teaches concentration.
  1. Boys and girls learn how to study.
  2. Ability to concentrate is an aid to application on a job.
- B. The high school student develops diversified interests.
  1. Learning to pursue new ideas is an excellent habit.
  2. An interest in one's fellows is a healthy characteristic.
- C. In school one is more likely to acquire the habit of reading.
  1. Books are one's best friends.
  2. Reading is a most profitable diversion.

II. Three or four years in high school give one time to mature.
- A. Maturity means a better chance of gaining employment.
  1. Employers are likely to lack confidence in young people.
  2. During high school years one's personality greatly develops.

- B. Maturity means also greater capacity for holding a job.
  1. The richer one's background the more likely is he to meet employers' requirements.
  2. One's judgment grows better as he matures.

III. The high school student has the advantage of certain types of specific training.

- A. He is introduced to a variety of subjects.
  1. These increase his knowledge.
  2. They widen the range of his curiosity and imagination.
- B. The average high school student has the advantage of extracurricular activities.
  1. He engages in athletics.
  2. He joins a number of clubs.

IV Special opportunities await the boy or girl who goes to high school.

- A. There is valuable contact with instructors.
  1. Such contact often leads to acquaintance with prospective employers.
  2. Student counseling frequently aids students in gaining employment.
- B. One of the most significant opportunities is that of preparing for college.
  1. During high school years the student sometimes changes his mind about going to college.
  2. A college preparatory course is an enriching background for any occupation.
- C. An exceptional opportunity in high school is that of cultivating friendships.
  1. One meets there the best of all types of students.
  2. Friendships broaden one's interests.

CONCLUSION

I. The benefits of attending high school are, therefore, obvious.

A. High school education has its economic advantages.
  1. It increases the possibility of securing the best position.
  2. It aids in more rapid success in business.

B. The high school course is of academic importance.
  1. It enriches one's background for business.
  2. It is a preparation for college.

C. Attending high school improves social relationships.
  1. The experience widens one's acquaintances.
  2. It furnishes additional interests for life.

II. The conclusion is that, from every standpoint, a high school education is an important investment.

BE CAREFUL ABOUT GESTURES

Delivering Speeches The arduous work of making a speech is only half done when the writing is completed. Many excellent speeches are ruined by unsatisfactory delivery. On the other hand, careful delivery may redeem a second-rate piece of writing. He is an unworthy public speaker, however,

who does not aspire to do his best in both regards. Following are some of the essentials to remember when you are before an audience:

1. *Have complete control of your body.* Stand erect, be comfortable, and eliminate all physical eccentricities that might divert the attention of your audience from what you are saying.

2. *Use a pleasing voice and good diction.* Both are imperative if you wish to hold your audience. Remember, too, that volume is as important as quality. Adjust your volume to the room. Too great volume in a small room is as bad as too little in a large one. A good conversational tone is the most satisfactory for public speaking. Do not talk too rapidly or too slowly, and do not "hem and haw." Speak precisely, and remember that the pause, when used effectively, is the most emphatic element in public speaking.

3. *Be careful about gestures.* Never use them unless they are perfectly natural, and then see that they are forcefui. Avoid repetition of the same gesture. It becomes a ludicrous eccentricity. Gestures that are studied and rehearsed take away from the genuineness, and hence the effectiveness, of your speech.

4. *Make friends with your audience.* After you have addressed the chairman, your business is with the audience. Make them like you. Greet them pleasantly. Get their attention before you begin to speak. Do this with a smile. Speak directly to them. Do not be overbearing, but never lose your self-assurance. If you do not win your audience, your speech will be a failure, however hard you have worked upon it. Remember, it was for them that you prepared it.

5. *Conclude tactfully.* The conclusion is an important part of the speech. Do not hurry it, but do not draw it out. If you leave nothing else with your listeners, be sure they get your concluding remarks. Be clear and emphatic. Above all else, stop promptly. Many speakers never acquire that art. Practice it until you find stopping as easy as beginning.

Types of Speeches There are four types of speeches. Their use varies according to the occasion.

1. *The Extemporaneous Speech.* This is not prepared in advance. It is a type that you may be called upon to make on the spur of the moment because you are supposed to know something about a subject. It means quick thinking and hasty organization of material. But even before beginning an extemporaneous speech, you should formulate some sort of plan in your mind. The results are not usually so good as though the speech were prepared in advance, though some speakers are very clever at this kind of speech. It is excellent experience.

2. *The Manuscript Speech.* This is written in advance and read to the audience. It is often less inspiring than other types, but it has its advantages. If you expect to be quoted, you have evidence of what you said. It is practical, too, if you find it necessary to make use of figures, dates, or quotations. The success of a manuscript speech depends largely on the quality of the reading with which it is delivered.

The Prepared Extemporary Speech. This type of speech is carefully prepared in advance, but so thoroughly fixed in your mind that you can deliver it pretty nearly as you wrote it. You may use notes or you may have with you the complete outline. Its advantage is that you can alter the speech as you go along, to adjust it to the audience and the environment. It is usually the most interesting type of speech.

4. *The Memorized Speech.* The memorized speech is generally the most unpopular of all. It is stiff and formal and often not inspiring. Here, as in the manuscript speech, you have the advantage of saying just what you wrote; but you have no opportunity for adjusting it to your audience. Because of the tension with which it is usually delivered, it is often less attractive than the well-read manuscript speech. Today its use is not very general outside of oratorical contests.

B. Examples of Speeches

1. The following speech is developed from the outline on page 438. Its purpose is to persuade.

The Value of a High School Education

On leaving junior high school, students possess no fixed ideas about the value of a high school education. Generally they have given it but little thought, and then suddenly they find themselves perplexed as to what is the wise thing to do. Many junior high school graduates have a desire to go directly to work; for they are anxious to begin an occupation, or they feel the necessity of making some contribution to the family welfare. Some are convinced of the unimportance of further education, feeling that they are sufficiently equipped for anything. Others wish to go on with their education but are not sure of the value of doing so.

Such indecision has unfortunate results. It means that a large percentage of boys and girls go to work with no assurance that they are doing the wise thing, while as many others go to high school without the conviction that it is the thing for them to do.

I should like to present the reasons why I believe most boys and girls should take advantage of a high school education.

Attending high school results in the cultivation of useful habits, such as all young people should possess and which they otherwise might not learn. In the first place, it teaches concentration, one of the most valuable habits in any occupation. Boys and girls in high school learn to study as they have not done before. And the ability to concentrate is an aid to anyone when he comes to apply himself to a job. Furthermore, the high school student develops diversified interests. Learning to pursue new ideas is an excellent habit, and here he gains impressions which he has not received before. Not only that; he develops an interest in his fellows, and such an interest is a healthy characteristic. One can possess no finer habit than that of sharing the enthusiasms of those about him. The high school student is also likely to acquire the habit of reading, which he otherwise might go through life without. Books are one's best friends, and reading is a most profitable diversion.

Then, too, three or four years in high school give time to mature. Unless it is absolutely necessary, going to work too young is risky business. Maturity means a better chance of gaining worth-while employment, and everybody wants the best job he can get. Employers are likely to lack confidence in young people, and this lack of confidence may seriously handicap one in doing his best work. The years in high school permit one's personality to develop and inspire faith in others. To any employer a young person at eighteen makes an appeal that at fourteen he would not make.

In the third place the high school student has the advantage of certain types of specific training. He is introduced to a variety of subjects, such as languages, science, mathematics, and history. Facts gained in these studies add to his equipment and intensify his interests, all of which make him worth more to an employer and to himself. Not only is the student enriched by his courses, but he engages in athletics and joins various clubs. In the first he profits by the exercises in body building and the practice of fair play; in the second he gains specific training in a number of activities, such as music, public speaking, and parliamentary law. All these mean that he is prepared to fill a bigger place in life and that his advancement is more likely They mean also that he is prepared to enjoy a greater variety of diversions in his leisure time.

Finally, special opportunities await the boy or girl who goes to high school. He benefits by valuable contact with instructors, a contact which often leads to acquaintance with prospective employers and to pleasant friendships after graduation. Student counseling on the part of expert administrators is also a definite aid in making business contacts and in discovering capacities which the student might not otherwise be aware of. Another of the most significant opportunities is that of preparing for college. During high school years the student often changes his mind about the importance of going to college: but whether he goes or not, a college preparatory course is an enriching background for any occupation. One of the most exceptional opportunities in high school is that of cultivating friendships. One meets there the best of every type, and through these associations companionships are established and diversified interests are developed. Nothing is so important in life as a great many fine friendships.

The benefits of attending high school are, therefore, threefold. In the first place high school education has economic advantages. It enhances the possibility of securing the best positions and it aids in a more rapid success in business. It is of academic importance, because it enriches the student's background and prepares him for college if that is his choice. Finally, it improves his social relationships by widening his acquaintances and furnishing additional interests in life.

From every standpoint, a high school education is an excellent investment.

2. High school students are frequently called upon to deliver presentation speeches. In the following, the secretary of the National Education Association presented a volume of tributes to a former secretary of the Association. Observe how the first two paragraphs state his accomplishments and how the third describes the gift.

Doctor Crabtree's record speaks more eloquently than any speaker could. He came to Washington in 1917 and started the office of the National Education Association in one room of his house, with one secretary. On January 1, 1935, when he became secretary emeritus, he left a modern, seven-story building, on the "Street of the Presidents, six squares from the White House in our nation's capital, and he left there a loyal office force of one hundred and forty-five people, all of whom love and respect him.

He started in 1922 the life membership movement that put up that great building, and that has grown from that time until tonight our great national Association has some 5400 life members scattered throughout this great nation.

Miss Hale read you a few of the letters that he has received. It is my pleasure on behalf of his friends throughout the nation to present to him from you a beautiful volume of some seven hundred letters from his friends, bound in a beautiful binding presented by the publishers of our *Journal* as a compliment to Mr. Crabtree. It is a great pleasure to present this volume to Mr. Crabtree tonight and to assure you all that it is a great honor to be the successor or such a man. (From *Effective Speaking for Every Occasion*, by Willard Hayes Yeager)

3. The introduction speech is a common type. This speech was used by the toastmaster to introduce Booth Tarkington at a dinner of the Indiana Society of Chicago.

Gentlemen: It is a great pleasure to introduce a man you have all heard about. He has written many great things. If I were to refer to him as "The Gentleman from Indiana" you would suspect to whom I was referring. If I were to say that he's "The Man from Home, I might also reveal the identity of the next speaker, all of which would be bad tactics in a toastmaster. I must say that we have with us tonight one whom we all delight to honor; one whose name is a household word; one whose work has reflected much glory on your state and given much gratification to his fellow statesmen. Perhaps you may have an inkling of his identity. Down at Purdue University in the early '90's we all predicted that he would be a great man if he only tried but we feared that he would not try. He has fooled us and succeeded. Gentlemen, it gives me great pleasure to introduce Mr. Booth Tarkington, who will respond to the toast, *Where We Come From.* (From *Effective Speaking for Every Occasion*, by Willard Hayes Yeager)

4. The after-dinner speech is another type that high school students are often called upon to make. Class dinners, club dinners, and society dinners are all a part of the life of young people. Speeches on these occasions are usually for the purpose of entertainment. Following is part of the speech which Booth Tarkington made in response to the above introduction.

Mr. Toastmaster and Gentlemen: I feel that the least I can do to show my appreciation of your kindness in allowing me to be here tonight would be to have prepared you in some manner for the kind of speech I am going to make.

"From" is not the important word in my speech, as it is in that sentence, "the wise men came from the east." Of course they did. We emphasize where we come from because no matter where we go we're always from Indiana. We don't quit being from Indiana. Hoosiers we remain. I never knew but one man who did quit. He went abroad when he was eighteen or twenty, and he stayed too

long. In time he gave up being from Indiana and became a British subject. Why, I almost hesitate to speak of the horrible punishment that overtook him. "Vengeance is mine," saith the Lord, and in time He smote. This young man had tried to look like an Englishman for so long, he had talked like one for so long, that at last you couldn't tell him from one; and if that isn't a horrible punishment I don't know what it is! [Laughter]

Pride of birthplace is a conspicuous quality. Of course for some places there is no pride at all. I don't know that anybody ever selected Southern Patagonia to be born in, deliberately, nor Timbuctoo. If anybody did select one of these places he probably didn't brag of his birthplace in after years. Possibly we might add London to this list. No Londoner ever showed any particular excitement about being born in London. If two Londoners, strangers to each other, met by accident in the middle of the Sahara, it probably wouldn't develop at all where they were born. They were born some place, but, if it were to develop where, it would excite the same enthusiasm in them as a Beethoven sonata would in a ham. [Laughter]

Our neighbors do seem to stretch the facts a little sometimes; but I don't see that we can altogether blame them. So often they seem to feel it's an absolute necessity. And it's not altogether owing to our superior virtues that we don't stretch the facts about Indiana. It's because you can't. You can't lie about Indiana. It's all true. Anything of any kind that any Hoosier ever said about Indiana is true. For instance, George Ade, when in Rome two years ago, told a Cardinal that Indiana was one of the thirteen original states. [Laughter] Isn't that true? Of course it is. Indiana is not only one of the thirteen original states; it's the most original state there is. [Laughter]

There was a time, as we all know, when the great life purpose of our eastern cousins was to make fun of Indiana. I've known an Indiana convention in an eastern hotel to be spoken of as exhibiting a cosmopolitan people who looked like a group photograph of a Christian Endeavor Society in the prehistoric or Hayes and Wheeler age. [Laughter] The easterners express surprise that we do not regard the term "Hoosier" as a taunt. A taunt, when we know it refers to the people of Indiana! Of course we don't claim there

aren't some pretty poor specimens amongst us here and there. You find them in Indiana just as you find bad people in a church, and for the same reason — they come here to get better. [Laughter]

We know that our Indiana is a young state, old only in honor and in the affection of her sons, and in the pride of their heritage that they are from Indiana. In the words of the Honorable H. P. Sherman of Decatur: "Well we know the grand old state of Indiana will go crashing down the ages with her head up and her tail over the dashboard!" [Laughter]

However mixed the metaphor, every man of us holds this same sentiment, and I thank you for the honor and privilege of being with you tonight. [Applause] (From *Effective Speaking for Every Occasion*, by Willard Hayes Yeager)

C. Activities

Group I

a. Make a list of the occasions upon which you have listened to speeches, the occasions upon which you have made speeches, and of the titles and purposes of the various speeches you have heard made.

b. Make another list of occasions in your community when your elders are called upon to make speeches. Bear in mind that some day you will be asked to take their places.

c. Select from a book or periodical a speech you understand. Read it carefully, observing what its purpose was. Write down what appears to you to be the plan which the speaker followed in preparing it.

d. Write two subjects that you think would be appropriate for speakers to use upon each of the following occasions:

1. Columbus Day
2. Armistice Day
3. Presentation of Athletics Awards to Your School
4. Young People's Day in Church
5. Father and Son, or Mother and Daughter, Dinner

e. Select one of the subjects which you have listed above and make a plan for your speech, similar to the one on page 435. After making your plan, write a complete topic outline.

f Develop your topic outline into a complete sentence outline and then write your speech out in full.

g. Read your speech to the class for their criticisms and those of your teacher. This is a *manuscript* speech. Remember that careful reading is very important.

h. At the first meeting of the year of one of your clubs the members are discussing what shall be the policy of the club for the year. Let your teacher name the club. Make an *impromptu* speech on what you consider the most desirable activities of the club for the year.

i. Prepare an *extemporary* speech to be delivered at a dinner in honor of your athletics team at the end of the season. Remember the speech is to be carefully written from an outline. Complete preparation is to be made in advance, though the outline or notes may be used in delivery.

j. Imagine your class to be the guests at the above dinner. One of your members will act as toastmaster and introduce others who will deliver their speeches. Continue the exercise until several have acted as toastmaster and all the speeches have been delivered.

k. Your class has purchased a gift to present to your teacher, and you have been chosen to make the presentation. Prepare your speech and deliver it before the class.

l. Prepare a plan, topic outline, sentence outline, and a completed speech to read, or deliver extemporaneously, to your class. The purpose is to persuade the members to: (1) join the Junior Red Cross, (2) become members of your dramatics club, (3) subscribe to the school paper, (4) enter a campaign to advance some activity in the community, or (5) become interested in some pursuit that you have been following for some time.

Group II

a. Discuss the appropriateness of the following subjects for speeches to be delivered before the groups indicated in parentheses.

1. Magazines (Your Sunday School Class)
2. The Effect of Diet on Scholarship (The Parent Teachers Association)

3. Religion (A Girls' Literary Society)
4. Photographing Flowers (The Camera Club)
5. Causes of Various Diseases (The Biology Class)

b. Choose several speech subjects that you think would be interesting for the following occasions:

1. Anniversary Celebration of Your Home Town
2. A Dinner in Honor of Your Principal
3. A Joint Meeting of Your School Literary Societies
4. The Student Assembly
5. A Meeting of the Young People of Your Church

c. Make two specific subjects for speeches from each of the following general topics:

1. Agriculture
2. Education
3. Juvenile Crime
4. Sports
5. Travel

d. From the following topics select one that you would enjoy talking about before your class. Gather as much material as you can from all possible sources. Bring to class the documented cards showing the sources of your material. Your teacher will criticize the notes.

1. The Need of a Longer School Day
2. The Value of Service Clubs to the Community
3. Houses of the Future
4. The Evils of Roadside Advertising
5. The Results of Careless Driving

e. Having collected your material for the above speech, make your plan, topic and sentence outlines, and complete the writing of the speech. This may take two or three days. When the speech is finished, read it to your class for criticisms of classmates and teacher. Good reading is an important element in the success of the exercise.

f. As a prospective member of a literary society, or some other club, you are required to make an impromptu speech before the organization. Your teacher will indicate the nature of the club and call upon you to speak on some subject relating to it.

As manager of the swimming team you are to present a trophy to the winner of a swimming contest. Prepare the speech to be made before the school.

h. You are the toastmaster at the annual banquet of your literary society. Prepare introduction speeches for two of your faculty guests who are to speak. The following suggestions for toasts may be helpful.
1. Talking for My Dinner
2. A New Poet and an Old
3. The Dangers of Going Highbrow
4. Authors in the Making
5. Clubs and the School

i. Write an after-dinner speech for delivery at your class banquet. Choose a subject that you think will be entertaining.

j. Your school wishes improvements made on the athletics field and grandstand and wishes the co-operation of the chamber of commerce. As manager of one of the teams you have been delegated to appear before the organization in behalf of the students. Prepare the speech that you will make. Submit an outline with your speech.

k. One of the local service clubs has presented a collection of books to the scout camp which you attend. You have been selected to express the gratitude of the scouts. Prepare the speech that you will deliver at the weekly luncheon of the club. Make an outline and write out the speech. Deliver it extemporaneously before the class.

Group III

a. A distinguished graduate of your school has been invited to address the students on some special occasion. He was a member of your society; and, since you are the president, you have been asked to make the introduction speech. Rehearse it to your class before the final delivery.

b. Prepare a short speech in which you express the gratitude of the students for the address which the speaker delivered.

c. Prepare the speech that you would make in introducing your principal as the speaker before one of your clubs.

d. The students of your school by means of contributions have bought an American flag to present to the school. You have been chosen to make the presentation. Prepare the speech for the occasion.

e. Your church club is giving a farewell dinner to the sponsor. As toastmaster, present the speaker who is to make the presentation of a gift.

f Imagine that you are to make the above presentation. Write the speech that you would use.

At a Father and Son, or Mother and Daughter, dinner you are to speak for your group of sons or daughters. Your purpose is to entertain. Make your speech as interesting as you can.

SIXTH PERIOD

(Six Weeks)

I. GRAMMAR

Phrases and Clauses

MANY mistakes in writing are due to lack of knowledge of phrases and clauses. You have studied these two elements of the sentence many times in the past, but a complete review may give you the mastery you should have at the end of this year's course.

A. Objectives

1. To make a comprehensive review of the classification of phrases and clauses
2. To practice their use until mastery has been attained

PHRASES A phrase is a group of words containing no subject or predicate and performing the work of a single part of speech. Phrases introduced by prepositions are most common. There are, however, other types.

1. *Noun Phrases.* A noun phrase consists of a substantive and its modifiers.

A group of students gathered in the corridor.
We observed *a mountain with two peaks.*

2. *Verb Phrases.* A verb phrase consists of a verb and its auxiliaries.

The house *had been burned.*
We *might have gone* yesterday.

3. *Prepositional Phrases.* A preposition and its object, with or without other words, is called a prepositional phrase. It has various uses:

a. As a Noun

(1) Subject of a Verb

For him to go was impossible.

(2) Object of a Verb

He exclaimed: "*Of all things!*"

(3) Object of a Preposition

The plane dropped from *above the clouds.*

(4) An Appositive

The expression, *With more feeling*, was a favorite of the coach.

b. As an Adjective

The bushes *by the road* were heavy with berries.
They came from the village *beyond the mountain.*
He appeared *in a hurry.* (Predicate adjective)

c. As an Adverb

Our ship sailed *around the lake.*
With great force he kicked the ball.

4. *Infinitive Phrases.* An infinitive phrase consists of the simple form of the verb introduced by the word *to*, which is called the *sign of the infinitive.* It has several uses:

a. As a Noun

(1) Subject of a Verb

To defend ourselves is our duty.

(2) Object of a Verb

We intended *to come earlier.*

(3) Appositive

Our plan, *to go by the long trail*, was approved.

(4) Predicate Nominative

My ambition was *to get there first.*

b. As an Adjective

His desire *to please* was obvious.
I had several books *to read.*

c. As an Adverb

The team fought hard *to win the victory.*
We were too late *to see the picture.*

The sign of the infinitive is omitted after the verbs *bid, make, need, hear, let, see, feel,* and *dare.*

Need I (to) say more?
I did not feel the dentist (to) pull the tooth.

Good taste in writing requires that, if possible, no word be placed between *to* and the infinitive. The result of this separation is called a *split infinitive.*

She tried *to carefully place* the eggs on the plate.

Sometimes, however, to obtain emphasis and to avoid awkward expressions the split infinitive may be permitted.

I want it *to be definitely understood.*
It is necessary *to so budget* your time.

Do not substitute *and* for *to* before an infinitive.

I shall try *and* come.

5. *Participial Phrases.* A participle, which is the form of the verb used as an adjective, when having an object or adverbial modifier, is called a participial phrase.

a. Participle with Direct Object

Grasping my hand, he greeted me warmly.

b. Participle with Indirect Object

They drove by swiftly, *giving us a severe look.*

c. Participle with an Adverb

We watched him *going down the road.*

There should be no confusion about the word which the participial phrase modifies. Unless they are closely connected, the result is a *dangling participle,* a construction which you should avoid.

Thinking it would rain, the trip was postponed.

The participle *thinking* has nothing to modify. The sentence should read, *Thinking it would rain, we postponed the trip. Thinking* then modifies *we.*

6. *Gerund Phrases.* A gerund is the form of the verb ending in *ing.* It is used as a noun; but, unlike other nouns, since it is a part of the verb, it may take an object, direct or indirect, and adverbial modifiers. Being a noun, it may be preceded by another noun, or pronoun, in the possessive case. A gerund, together with the word or words that complete its meaning, may be called a *gerund phrase.*

a. Uses of the Gerund

(1) Subject of a Verb

Practicing becomes an arduous task.

(2) Object of a Verb

He does his *studying* in the evening.

(3) Predicate Nominative

Her most enjoyable sport is *skating.*

(4) Object of a Preposition

We were surprised at his *having finished* so quietly.

(5) Appositive

My hobby, *collecting stamps*, is often expensive.

(6) Subject of an Infinitive

We thought her *singing* to be better than before.

(7) Object of an Infinitive

She appeared to enjoy her *singing*.

b. The Gerund with Other Words

(1) Gerund with Direct Object

Practicing the piano is her leisure occupation.

(2) Gerund with Direct and Indirect Objects

Writing him the news is important.

(3) Gerund with Predicate Nominative

I did not think of its *being she*.

(4) Gerund with Predicate Adjective

His *being pleased* encouraged us.

(5) Gerund with Adverbial Modifier

Reading rapidly is often a bad habit.

(6) Gerund with Adjective Modifier

Careless driving frequently results in accidents.

PUNCTUATION OF PHRASES Keep in mind certain regulations for punctuating phrases:

1. A phrase, when used in apposition, should be set off by commas.

My work, *selling papers*, keeps me busy during my spare time.

2. A phrase used in direct address should be set off by commas. If the direct address occurs first in the sentence, only one comma is necessary.

Go ahead, *foolish fellow with big ideas*, if you wish.

3. Commas are used to set off such phrases as *in fact*, *of course*, and *all right*. Phrases in this construction are said to be used independently.

He said, *in fact*, what we expected him to.
We thought, *of course*, that it would be satisfactory.
I regretted it, *all right*, afterwards.

4. When the title of an object is followed by the creator's name used as the object of the preposition *by*, the prepositional phrase is set off by commas.

Treasure Island, by Robert Louis Stevenson, is on our reading list.
"American Gothic," by Grant Wood, was among the paintings in the exhibit.

5. Phrases used in series should be separated by commas.

In summer, in winter, in fair weather, and in storms, he went about his business.

6. A phrase that does not limit or restrict the word it modifies should be set off by commas. It is called a *nonrestrictive phrase*.

The club, *having had a long discussion*, decided to take a vote.

CLAUSES A clause is a group of words containing a subject and predicate and forming part of a sentence.

1. *Independent Clauses.* A clause which, when standing alone, expresses a complete thought is called an independent clause. Independent clauses connected by co-ordinate conjunctions (*and*, *but*, *for*, *or*, and *nor*) form a compound sentence.

2. *Dependent Clauses.* A clause which, when standing alone, does not express a complete thought or which is used as a part

of speech in a sentence is called a dependent clause. Dependent clauses may be used as nouns, adjectives, or adverbs.

a. Noun Clauses

(1) Subject of a Verb

What they were trying to do attracted our attention.
Whether he replies promptly is of great importance.

(2) Object of a Verb

He replied *that he would be willing to try.*
I understand *why you feel as you do.*

(3) Object of a Preposition

Are you still guided by *what he thinks?*
I am very much concerned about *who holds the position.*

(4) Appositive

The plea *that we should give for the sake of honor* is an old one.
I approve the idea *that the money should be raised first.*

(5) Predicate Nominative

The problem is *whether we can raise the funds.*
The fact was *that nobody understood the situation.*

(6) Object of an Infinitive

I wanted to know *if you were there.*

b. Adjective Clauses. An adjective clause should be placed directly after the noun or pronoun which it modifies.

His decision is the one *that counts.*
The path *which we took* led to the summit.
I do not recall the occasion [*which*] *you refer to.*
He is not the man [*whom*] *I saw.*

c. Adverbial Clauses. An adverbial clause of time or place put at the beginning of a sentence often aids in clearness; for instance, *While we were waiting, we entertained each other with stories.*

If you wish to, you may go along.
We cannot go tomorrow, *unless we make special effort today.*
Just as he made the touchdown, the whistle blew.
Although it was a pleasant occasion, we missed many old friends.
She studied so hard *that she ruined her eyes.*
The escape was as narrow *as we wanted.*
The reward was richer *than he deserved.*

Clauses which modify other words in the sentence may be either *restrictive* or *nonrestrictive.*

1. *A restrictive clause* is one that restricts, or limits, the meaning to one particular object. Take, for example, the sentence, *The book which I am reading belongs to the library.* The clause *which I am reading* restricts the meaning to one particular book. It is a restrictive clause. Observe the following sentences:

That is the house *which my father built.*
A successful man is one *who works hard and faithfully.*
The boy *whom we wish to elect* is an excellent student.

2. *A nonrestrictive clause* is one that does not restrict, or limit, the meaning to any particular object, but merely adds an idea, or a fact, to the sentence. For example, *I am interested in medicine, which I intend to study in college.* The clause *which I intend to study in college* does not single out any particular branch of medicine, but applies to all medicine. It also adds an idea to the one already expressed. Observe the following:

My parents, *who are interested in my future*, wish to send me to college.

I have joined the literary society, *which was formed while my father was in school.*

Bread, *which comes in a variety of styles*, is our chief diet.

Ewing Galloway

INDUSTRY CAN ALSO BE A SOURCE OF EXPOSITORY WRITING

Some clauses are introduced parenthetically into sentences or stand at the beginning, having no grammatical connection with the sentence. They are said to be used independently.

As I said before, a change must be worked out.

PUNCTUATION OF CLAUSES Care in the punctuation of clauses is necessary for good writing.

1. A comma should be placed after an introductory adverbial clause, especially if it be a long one.

When I had completed the writing of my paper, I discovered many facts which I might have used.

2. A comma should be placed before a final clause if it presents a new thought.

> Many plans were presented, *although none seemed acceptable.*

3. An adverbial clause that breaks the natural order of the sentence should be set off by commas.

> The report, *after it had been accepted,* was sent to the newspaper for publication.

4. A nonrestrictive clause, or an adjective clause that does not limit or restrict the meaning of the word it modifies, should be set off by commas.

> The stranger, *who seemed to have no friends anywhere,* found work in the village.

5. The clauses in a compound sentence should be separated by a semicolon when they are not joined by a conjunction.

> Both are well-trained; either should do the work well.

If two clauses in a compound sentence are connected by a co-ordinate conjunction (*and*, *but*, *for*, *or*, or *nor*), a comma should precede the conjunction unless either of the clauses contains internal punctuation. Then a semicolon should precede the conjunction.

> The hour had finally come, and many guests were beginning to arrive.
> We wanted to remain another day; but, for several reasons, we thought it better to return today.

6. A clause which is inserted in a sentence and which has no grammatical connection with it should be set off by commas.

> It was not worth while, *he insisted,* to make another attempt.

B. Activities

Group I

a. In the following sentences tell what kind of phrase each of the italicized is:

1. A band *of gypsies* was camping *in the field.*
2. Nothing *had been seen* of him since morning.
3. The man was held *in high regard.*
4. We wanted *with all our hearts to make another attempt.*
5. Everybody eagerly watched him *making the final play.*
6. *Making things with my hands* gives me pleasure.
7. I am studying *the science of navigation.*
8. You *would have ridden* more comfortably on the other bus.
9. *To surpass* his rival was the thing he wanted *to do.*
10. We appreciated *her giving her time* to us.

b. Tell whether each of the italicized prepositional phrases is used as a noun, an adjective, or an adverb. How is each noun phrase used, and what does each adjective and adverbial phrase modify?

1. The car *with the special plate* belonged to an official.
2. *For him to be alone* is hardly safe.
3. He disappeared *into the darkness.*
4. The phrase, "*by your own actions,*" kept ringing in my ears.
5. We wanted a location *with a good view.*
6. He seemed *in great pain.*
7. The diver rose from *beneath the water.*
8. She added "*With much love*" to the letter.
9. In a store *around the corner* we found beautiful toys.
10. *After considerable experimenting,* he finally succeeded.
11. *For us to change our minds* would have upset the whole plan.
12. They sought freedom *from tyrants and oppression.*
13. *After the tests* I read *with great speed.*
14. The man *with no caution* usually comes *to his downfall* first.
15. He arose *from his chair* and stood thoughtfully *by the window.*
16. Please come *at your convenience.*
17. We were surprised that he would descend *to such conduct.*
18. An idea *with such possibilities* should be carried out *with great speed.*

19. *Under no conditions* should you give up.
20. A wretched-looking person came *to the back door.*

c. Give the use of each infinitive phrase in the following sentences. If the phrase is a noun, tell how it is used, and if it is an adjective or an adverb, tell what it modifies.

1. *To believe in oneself* is fundamental to success.
2. The temptation *to escape* kept returning to him.
3. He had arranged *to visit* all countries in which there were caves *to explore.*
4. I was too early *to get the package,* so I decided *to wait.*
5. Miss Sexton's suggestion, *to review the early chapters,* was very helpful.
6. The original plan was *to spend* the money for additional equipment.
7. The boys trained faithfully *to be in condition* for the game.
8. Every time we came to the same conclusion, *to make no advances* without an invitation.
9. *Failure to come early* will hinder your chances.
10. *To do the right thing* on all occasions is the safest procedure.
11. Our science teacher said he would like *to make a hasty review* of what we had studied.
12. Thornton's scheme, *to elect the officers* and then *to arrange the program,* seemed advisable.
13. America's policy will always be *to give every man an equal chance.*
14. The opportunity *to meet such delightful people* does not often come to me.
15. We had no time *to squander uselessly.*
16. He acted quickly *to block the move.*
17. We came too late *to get tickets* for admission.
18. Did you see the sun *go down?*
19. I need *think* no more about it.
20. My absence means I have several lessons *to make up.*

d. Select the participial phrases in the following sentences and tell what each modifies. Name the use of the word or words that help the participle complete the phrase.

1. Taking his hat, he bade us good-by and went out.
2. She sat by the window, waving to us as we passed.

3. I saw him sitting on the park bench beneath his favorite tree.
4. My mother seemed disappointed at the news.
5. A little child playing with its toys attracted me.
6. A dog lay sleeping on the mat before the fire.
7. The boys were on the hill flying their kites.
8. Handing me a dollar bill, my father asked me to do an errand.
9. A fierce wind came up, blowing from the east.
10. A pleasant odor, filling our nostrils and giving us an appetite, came from the kitchen.
11. Several small boats, floating on the lake, made an attractive scene.
12. Calling us into his office, the principal told us of a plan he had in mind.
13. The postman came to the door, handing me a special delivery letter.
14. Grinning from ear to ear, he seemed greatly entertained by the story.
15. We made our way through the strange town, asking for information from every corner policeman.
16. I stood for a long time, gazing across the valley at the mountains in the distance.
17. Changing my clothes as quickly as possible, I hurried to the garage to help with the car.
18. The organ-grinder stood at the corner, playing the old familiar tunes.
19. Skidding across the road and nearly bumping into a telephone pole, the car made its way down the hill.
20. Knowing nothing about the affair, I sat quietly, keeping my ideas to myself.

e. The following sentences contain dangling participial phrases. Rewrite them, making each phrase modify clearly a noun or pronoun.

1. Reaching home at five o'clock, supper was all ready for us.
2. Leaning over the bridge, the brook ran quietly beneath us.
3. Being late, as usual, my class had already begun.

"THE ORGAN-GRINDER STOOD AT THE CORNER"

4. Having the highest marks in his class, the college offered him a scholarship.
5. Climbing as high as we could, Mt. Washington could be seen in the distance.
6. Seeing how badly things were going, the plans were completely changed.
7. Our automobile, finding nobody at home, had been parked in the driveway.
8. Returning unexpectedly, the house was not ready for us.
9. Inquiring of everybody whom I knew, a job was finally offered me.
10. Arresting everybody who broke the law, excessive speeding was reduced.
11. Knowing him, his story appealed to nobody.
12. The composition was finally finished, getting all the information I could from every source.
13. The key, seeing that everybody was away, had been placed in the mailbox.

14. My subscription list was at last complete, making as many calls as I could on my father's friends.
15. After three years, greeting me with affection, I was welcomed by my favorite uncle.
16. Taking him by the collar, the dog snapped at me in an unfriendly way.
17. Reading the book was delayed, thinking I could pick it up anytime at the library.
18. Looking out of the window, the parade went around the corner and into the park.
19. Standing on the topmost limb of the tree, we saw a strange bird of most brilliant red.
20. Flying from the masthead, I at last saw the American flag.

f. Pick out the gerund phrases in each of the following sentences and tell how each is used.

1. Running errands was my occupation for the summer.
2. Everybody enjoyed the singing of the songs.
3. Her greatest pleasure was doing little kindnesses for people.
4. After the reading of the book I was greatly moved.
5. The helper's job, carrying bricks all day, must be most monotonous.
6. She appears not to outgrow playing with toys.
7. He has improved his health by working in the garden.
8. The boys' helping out shortened the job by a great deal of time.
9. Mr. Fellowes spends his spare time in cultivating roses.
10. By driving a new car carefully, one prolongs its life.
11. My parents were surprised at my having earned so much.
12. We boys enjoy doing these things among ourselves.
13. What do you think of his saying such a thing?
14. Becoming an influential man in town was the cause of his losing interest in many small things.
15. They ridiculed our trying to do a thing so unusual.
16. The most important qualification is obtaining good marks.
17. For finding the solution we shall always be indebted to him.
18. Our usual luck, winning in the last quarter, was with us again.

19. By telegraphing ahead, we got good accommodations.
20. Mother's annual moving of the furniture has come around.

g. Copy the following sentences, punctuating them correctly.

1. I was finally rewarded by a job I had wanted for months
2. Come at seven you who are prepared for a rehearsal
3. He replied that of course he would be glad to lend his assistance
4. I am recommending *Northwest Passage* by Kenneth Roberts
5. On the hillside in the meadow and by the brook we looked for our favorite flowers
6. The old house having stood a hundred years finally crumbled to the ground
7. I should like Mr Chairman and members of the committee to make a few remarks
8. The words with your permission he shouted from the rear of the room
9. I was in fact very much disturbed by what he said
10. We were anxious to see the sculpture "The Thinker" by Rodin
11. I searched for him upstairs downstairs and in the garden
12. Mary and I being weary from the long walk sat beneath the trees for our lunch
13. I am not sure that he having made such poor grades should apply for the job
14. People are influenced by what you are by what you say and by what you do
15. I know your name all right but I cannot think of it
16. I should like you members of the second team to report at four o'clock
17. There is every reason no doubt why some of you should be excused
18. There were hundreds going by bus going by train and going on foot
19. The assigned reading *The Red Badge of Courage* by Stephen Crane must be completed by Monday
20. The coach repeating the passage line by line demonstrated how it should be read

h. Name the independent and dependent clauses in the following sentences. Tell how each dependent clause is used.

1. I have read a great deal about industries, and I think I should like to be an engineer.
2. Whether I can go to college is not now clear to me.
3. That is the name which I understood.
4. He will see what can be done about it.
5. If you wish, we will call a doctor.
6. Things did not seem the same afterwards, but we went on as well as we could.
7. Are you still concerned about what may happen in the future?
8. I met him going in just as I was coming out.
9. The thought that we were on the wrong road suddenly flashed into my mind.
10. That boy whom you wish to hire stands at the top of his class.
11. The result was that we spent the summer at home.
12. She complained so bitterly that we finally had to give in.
13. I wanted to ask whether you had the answer to the problem.
14. I could not send a letter, for they had not told me where they were going.
15. What Father has to say will decide the question.
16. We had hoped that we might go together.
17. She was happier than she expected to be when she went away.
18. All the luggage which was on the platform did not belong to us.
19. Would you like to know what some of the consequences will be?
20. Everybody seemed upset over what had taken place.

i. Which clauses in the following sentences are restrictive and which are nonrestrictive? What does each modify?

1. Those were the very words which he said.
2. The place which you mentioned in your letter we visited last year.
3. The faculty, who has always been kind to us, decided to hear our plea.

4. My father made the plans which are to be used in building our house.
5. Every day during the summer I play tennis, which has always been my favorite game.
6. A gentleman is one who never speaks ill of others.
7. The society, which meets every week, will be the guest of my mother.
8. The request that we made was based upon all the facts that we could get.
9. Advertising, which is one of the main supports of our paper, is dropping off.
10. I finally met Mr. Gould, whom you have often mentioned in your correspondence.
11. The books which I read when I was very young I remember vividly.
12. You should always read the Sunday newspaper, which carries helpful stories about music and the theater.
13. We packed all the supplies that we should need.
14. I shall always remember the time when we went on the camping trip.
15. Autumn, which is the season of gayest colors, is the pleasantest time of the year.
16. Praise, which is often most difficult to win, is always welcome.
17. She deserved all the praise that was given her.
18. After school I do such little jobs as I can get.
19. The planes, which were in peculiar formation, flew low over our heads.
20. My father, who was born in England, was educated in American schools.

Copy the following sentences, punctuating them correctly. Give reasons for whatever marks you insert.

1. The dog which seemed to be an outcast sought refuge on our porch
2. The letter after it had been read by all the family was put away for safekeeping
3. Several ideas came to my mind although none of them seemed worth writing about

4. After we had gone several miles we recalled that we should have telephoned my sister
5. The class will sit on the main floor their parents and guests will sit in the balcony
6. There was hardly time she thought to make any special preparations
7. The day for producing the play was approaching and very few of the cast had learned their parts
8. We wanted to spend some time in Boston but there was too little opportunity we thought for an extended visit
9. When my report card came home there was a business meeting of the family around the dinner table
10. The class hastened through the story since we had read it earlier in the year
11. Doing my homework after I have settled down to it earnestly takes about two hours
12. The steamboat which was invented by Robert Fulton was a great aid to foreign commerce
13. Large ships must sail around the island smaller boats may safely pass through the harbor
14. Spring was close upon us and everybody was eager for outdoor sports
15. Our usual schedule is eight games but this year because of unusual circumstances it will be reduced to six
16. After I had talked with the boys I asked my father if I might go to camp for the summer but there were reasons he thought why I had better take a job instead
17. Many of the boys who were my early playmates have moved to other towns but a few companionable ones have moved into our neighborhood
18. Boxing and wrestling which are among the best sports are two of my favorite diversions
19. Some small children who should have had someone to guard them were playing near the deep end of the pool
20. When summer vacation comes around there seem to be we think endless opportunities for play and earning money

Group II

a. How is each dependent clause in the following sentences used? By what is each introduced?

1. There is great rejoicing when the first signs of spring appear.
2. My family was pleased that I had done so much better than they expected.
3. They are not the same people whom I saw yesterday when I went by.
4. The fact was that, when we called, there was nobody at home.
5. Whatever one has to do should be done with all the enthusiasm that he can muster.
6. Whenever you find it convenient, we shall be glad to have you join us.
7. Although we enjoyed ourselves immensely, the occasion was far less exciting than we expected.
8. I should like to inquire whether or not one may make application for the position before school closes.
9. The decision, that everybody should have the same rating, seemed fair to all who had entered the contest.
10. Just as I was sealing the letter, I remembered that there was one question which I had forgotten to answer.
11. None of the directions which the book contained seemed to bring us to the town which we were looking for.
12. People who expect to succeed should never take lightly even the smallest opportunity.
13. I think that literary societies, which should have special value in the lives of the students, often become merely social clubs.
14. If you wish to discover what books are most worth reading, you should read the reviews that occur in current periodicals.
15. Anyone who is interested in what the pioneers experienced should read *Giants in the Earth.*
16. No one who lives today has any interest in the notion that the earth is flat.
17. Decisions that count most are those which are made with greatest deliberation.

18. If you open a bank account, you will discover that it will provide you with a helpful business experience.
19. My father thinks that radio and movies, which are both educational, may consume too much of a young person's time.
20. I am interested not only in what you are going to do but in what you think.

b. Write sentences illustrating the following:

1. Prepositional Phrases
   (*a*) Noun
   (*b*) Adjective
   (*c*) Adverbial
2. Infinitive Phrases
   (*a*) Noun
   (*b*) Adjective
   (*c*) Adverbial
3. Participial Phrases
   (*a*) Participle with Direct Object
   (*b*) Participle with Indirect Object
   (*c*) Participle with an Adverb
4. Gerund Phrases
   (*a*) Gerund with Direct Object
   (*b*) Gerund with Direct and Indirect Objects
   (*c*) Gerund with Predicate Nominative
   (*d*) Gerund with Predicate Adjective
   (*e*) Gerund with Adverbial Modifier
   (*f*) Gerund with Adjective Modifier
5. Noun Clauses
   (*a*) Subject of Verb
   (*b*) Object of Verb
   (*c*) Object of Preposition
   (*d*) Appositive
   (*e*) Predicate Nominative
   (*f*) Object of Infinitive
6. Adjective Clauses
   (*a*) Restrictive
   (*b*) Nonrestrictive
7. Adverbial Clauses

c. Rewrite the following sentences, making such changes as you think will improve their structure. Some may be divided, some changed from compound to complex, and others punctuated differently. Give reasons for whatever changes you make.

1. *The Trees*, by Conrad Richter, is a splendid story of early American life, and I have read it with great pleasure.
2. Have you climbed Mt. Mansfield, the highest peak in the Green Mountains and gives you a wonderful view of the surrounding country?
3. He is fond of fishing so we thought we would invite him to go along.
4. Yesterday afternoon we practiced baseball and it is one of the most exciting American games.
5. Mr. Saunders has always been helpful to us accordingly we thought it wise to follow his advice now.
6. Specimens like these are rare and they may be found only in museums.
7. We had always longed to visit Virginia and it is here that Thomas Jefferson lived and wrote.
8. Our guide took us to Dead River there we stayed for a week of fishing.
9. Have you visited the Maine woods for it is here that one finds the best hunting?
10. Your parents are your best friends and they nurse you in childhood and guide you in youth.
11. We had some doubt about the distance nevertheless we kept going as rapidly as possible.
12. My grandfather used to make many wise remarks and they have stayed with me all my life.
13. The book has much to say about colonial days in America and it is very well written.
14. I took a trip down the Kennebec River which was my first steamer ride, and it flows into the Atlantic Ocean.
15. The Indians made long voyages in canoes and the early canoes were made from bark.
16. I wanted to make my model correctly consequently I sent for a book of directions.
17 We were delighted to get away for a rest and we spent a month in the Adirondacks.

18. Aroostook County is in Northern Maine and it is from here that most of the country's potato supply comes.
19. Philadelphia is the third largest city in the United States and here is located the Liberty Bell.
20. From the camp we could get no very good view so we tramped to the opposite side of the hill for a picnic supper.

d. Rewrite the following sentences, changing as many as you can of the adjective and adverbial phrases into clauses and the clauses into phrases. Use other than prepositional phrases when you can. Which effect in each do you like better?

1. Our federal government is one of three divisions.
2. Automobile accidents which occur at night constitute the larger percentage of those in the country.
3. The color effects which occur at sunset are richer and more varied than those which appear at sunrise.
4. In two weeks we shall be on our vacation in a land of forests and good fishing.
5. A house which had colonial pillars and a spacious doorway seemed to open its arms as we approached.
6. After the planting season, we had a bit of rest before the haying season began.
7. The books and toys of my childhood I am giving to the youngsters on a neighboring street.
8. Upon graduation from school, I shall enter a college with courses in engineering.
9. As I think back on occasions of greatest pleasure, I am sure summer is the season which brings the most joy.
10. It was a day which was filled with so much activity that I recall vividly almost nothing in it.
11. There are several books treating the same subject, but the most helpful are those with diagrams.
12. It was money of my own earning and I was permitted to spend it for instruments which had modern design.
13. Dogs that are well bred are easier to train than those of inferior blood.
14. A tower which was enormous in height rose from among the trees that stood in the distance.
15. I was pleased to add to the exhibit which was in the museum a few drawings of my own.

16. Nobody who was within hearing distance could mistake the sounds which arose from where the boys were playing.
17. All the people who were fifty could recall the episode which occurred in the village years ago.
18. A group of men and women had gathered at the entrance which opened into the park and were waiting for someone who would take their tickets.
19. At the hour for the play to begin, a bell, which was on the stage, sounded, and the curtain slowly parted.
20. A project which is of so great importance should be in the hands of someone who has unusual skill.

e. Assemble each of the following groups of sentences into a single sentence which may be simple, compound, or complex. Be able to explain the use of each phrase or dependent clause which you use.

1. A sparrow flew by the window. He lighted on a picket fence. The fence surrounded our garden.
2. The afternoon is devoted to recreation. We usually spend it playing tennis or swimming. Sometimes we go for a hike through the woods.
3. Uncle Dan was going into the field to make the hay. He suggested that we go along with him. We could help spread the hay to dry. We could pick berries. They grew in abundance along the roadside.
4. My Cousin Cora was planning to spend the summer with me. In June I came down with the measles. She went to a camp instead. It was the same camp at which both of us spent last summer.
5. Near the lake was an old mill. My father bought it. He gave it to the Scouts. His idea was that it should be converted into a clubhouse.
6. Upon the bookcase there lay many interesting curios. They had been there ever since I could remember. My grandfather brought them from South America when he was a young man.
7. Many plants grow successfully from seeds. These require a short season. Others must be set out after being partly

grown. That is because the season is not long enough for them to complete their growth.

8. Ted had worked every summer for four summers in his father's drugstore. This year he decided to go to summer school. This would make his last year in high school easier. He could then engage in sports.
9. Before going on a trip, you should purchase a guidebook. If you study this carefully, you will appreciate many more places and objects. Otherwise they would not mean much to you.
10. Being without money on one's person may cause great inconvenience. One may want to make a necessary purchase. He may wish to save time by taking a ride on the bus.
11. My brother and I are building a boat. Our uncle is showing us how to do it. Father is permitting us to have it on the lake during our vacation.
12. On the island is a small Indian village. In it are quaint houses. Along the shore are clumsy boats and graceful canoes. It is very picturesque.
13. I am preparing to study medicine in college. I am also learning my father's business. It may be necessary for me to carry that on instead of practicing medicine.
14. It was a difficult year. It was filled with hard work. But the work was very interesting.
15. One cannot have too many friends. Difficult circumstances have taught this to me. Occasions when I have been lonely have taught it to me, too.
16. I have engaged in various sports. All of them have been enjoyable. Swimming is the most worth while. It is not only pleasant recreation; it is a necessary safeguard.
17. Many radio programs are pleasant to listen to occasionally. None of them is worth following regularly. The symphony concerts are the only exception.
18. I have seen several moving pictures that were adapted from books. None of them has pleased me so much as reading the books themselves. I believe that reading a good story is more profitable than seeing it on the screen.

19. Success depends upon many things. One has to work hard. He has to deny himself many things. One also has to develop an attractive personality.
20. Writing a little every day is important. It aids one in expressing himself clearly. It teaches one to think.

f. Give the use of each gerund phrase in the following sentences. In each case name the other word or words that help the gerund complete the phrase.

1. The law forbids driving on the highway over forty miles an hour.
2. Giving us permission encouraged us to go ahead.
3. His most difficult problem was being himself.
4. She had a way of appearing dissatisfied.
5. His daily habit, walking deliberately through the plant, gave everybody a feeling of ease.
6. We thought her constant talking to be a habit which she should overcome.
7. Careful planning must precede every successful activity.
8. Nobody was willing to consider appointing him to the position.
9. Excellent exercise is rowing a boat a little every day.
10. The company considered paying him a larger salary.
11. Everyone admired Eileen for feeling satisfied.
12. The error, careless counting of the tickets, caused the committee much embarrassment.
13. A constant revolving of the wheel produced a weird sound.
14. I considered his arriving late unnecessary.
15. The children seemed to enjoy cutting out the pictures.
16. The audience was annoyed by the disturbance, constant opening and shutting of doors.
17. It was an interesting demonstration about caring for plants.
18. A necessary requirement for good health is eating a balanced diet.
19. Mr. Thompson discouraged our trying the same thing again.
20. We thought sending him a letter to be the correct thing.

g. Combine the following pairs of sentences into single sentences, each of which shall contain a participial or a gerund phrase.

1. They sold all the tickets. They cleared a sufficient amount.
2. I put on my hat and coat rapidly. I then rushed to the corner just in time to catch the bus.
3. The speaker stepped deliberately to the edge of the platform. He seemed to look everybody in the eye at the same time.
4. I decided to read several books on the subject. In that way I thought I would get a general idea of it.
5. Our school took first place in every major contest. The students were all greatly thrilled.
6. The little fellow perpetually jumped up and down. He reminded me of a jack-in-the-box.
7. Mr. Jackson had been chairman of the committee several years. He will be greatly missed.
8. We spent a good part of the afternoon looking for water. We rejoiced when we came upon a spring not far from the camp.
9. Everybody was in a gay mood. News had been received that our team had won.
10. Our party explored the entire south shore of the lake. Finally we decided to camp in the birch grove on the point.
11. Dick and I followed the path for more than a mile through what seemed like strange woods. Eventually we came upon the bridge for which we had been searching.
12. He played the leading role with feeling and understanding. He convinced the audience that he had the quality of a successful actor.
13. Mr. Ames, our principal, has been taken ill. That means that the exercises will have to be postponed.
14. A sudden shower came up in the middle of the afternoon. As a consequence the tennis match was canceled.
15. I made several calls to see Mr. Fuller. Finally I found him in his office on Saturday morning.
16. The minutes of the last meeting were read. The club then proceeded to elect officers.

17 He refused to go. That did not alter the plans of the party at all.
18. I felt out of place. That was because there were so many strangers around.
19. It looked as though there were a larger crowd than there actually was. People were steadily going in and coming out.
20. I put part of my weekly wages in the bank. It gives me a feeling of thrift and it will help me with my future education.

h. Write ten sentences containing restrictive clauses and ten containing nonrestrictive clauses. Underscore each clause.

i. Punctuate the following sentences correctly. Give reasons for whatever marks you insert.

1. Along the roadside beside the brook and in every spot imaginable berries grew in abundance
2. The story which had been upon almost everybody's lips finally died out
3. There are few books that I have enjoyed reading more than *The Prince and the Pauper* by Mark Twain
4. The whole landscape when the storm had cleared away looked as though it had been ravaged by an army
5. The experience was one which in fact proved of no value to anybody
6. The whole project was abandoned since nobody seemed any longer to be interested
7 I shall be surprised if you my dear fellow do not make the same mistake
8. After we had talked the affair through my father suggested that I do as he thought best
9. I found myself in an odd situation in a situation which I could not understand
10. Some of the stories excited me others were just mildly entertaining
11. The committee having come to its decision promptly made its report
12. There was no way we discovered by which we could reach the bridge without going all the distance back

13. The sky was as blue as turquoise the sea was as blue as the sky
14. Evelyn going always in circles never seems to arrive anywhere
15. Gifts which are expressions of devotion should always be selected with care
16. There are those who would no doubt believe such a weird tale
17. After I had read *The Yearling* by Marjorie Kinnan Rawlings I saw a little of Jody in every boy whom I met
18. The idea which came to me suddenly seems to me practicable although to you it may sound foolish
19. Books which I no longer want when I have finished with them I pass along to friends who have not read them
20. There are days which when they have passed still linger in one's memory

j. Pick out the infinitive phrases in each of the following sentences. Tell how each is used. What word or words help each infinitive to complete the phrase? In some cases why is the sign of the infinitive omitted?

1. Whatever you may think of her, I believe her intention was to do what is right.
2. You will discover that the plan, to read one book a month, will make the work much easier.
3. I seem to have more things to do than I can manage.
4. To believe in one's friends is one's first duty to them.
5. We tried by all possible means to reach them that evening.
6. I did not hear him say that he was considering any other arrangement.
7. To lend your interest is better than to give your money.
8. I am sorry that you came too early to see the program that is to be given.
9. Let us hear you tell some of the experiences which you had on the trip.
10. She appears to be correct in all that she says and does.
11. We all planned diligently to make the affair a success, but not to overlook some things is difficult.

12. The scheme to raise a fund for special gifts has been approved by the principal.
13. To have made all the arrangements in advance was a bit of valuable foresight.
14. If everything goes as we hope it will, we shall expect to arrive sometime within the next week.
15. Mr. Marshall's advice, to read thoroughly what we do read, is simple but sound.
16. We are going to buy some new furniture for the porch; the old pieces we plan to take to our camp.
17. If he dare come within hearing distance, I shall tell him what I think.
18. If you want your car to run smoothly, you must take good care of it.
19. You need not go today; tomorrow will be soon enough.
20. I was too happy to be annoyed by such little things.

Group III

a. Bring to class from your reading as many examples as you can find of the types of phrases and clauses which you have studied.

b. The following passages are from books that you very likely have read. Observe the various types of phrases and dependent clauses that the authors have used. Classify as many as you can and give their syntax. How many of the rules for punctuation can you find examples of?

1.

I could now see that he was a white man like myself, and that his features were even pleasing. His skin, wherever it was exposed, was burnt by the sun; even his lips were black; and his fair eyes looked quite startling in so dark a face. Of all the beggar-men that I had seen or fancied, he was the chief for raggedness. He was clothed with tatters of old ship's canvas and old sea cloth; and this extraordinary patchwork was all held together by a system of the most various and incongruous fastenings, brass buttons, bits of stick, and loops of tarry gaskin. About his waist he wore an old brass-buckled leather belt, which was the one thing solid in his whole accoutrement. (From *Treasure Island*, by Robert Louis Stevenson)

"HE WAS THE CHIEF FOR RAGGEDNESS"

2.

Wounded as he was, it was wonderful how fast he could move, his grizzled hair tumbling over his face, and his face itself as red as a red ensign with his haste and fury. I had no time to try my other pistol, nor, indeed, much inclination, for I was sure it would be useless. One thing I saw plainly: I must not simply retreat before him, or he would speedily hold me boxed into the bows, as a moment since he had so nearly boxed me in the stern. Once so caught, and nine or ten inches of the blood-stained dirk would be my last experience on this side of eternity. I placed my palms against the mainmast, which was of a goodish bigness, and waited, every nerve upon the stretch. (From *Treasure Island*, by Robert Louis Stevenson)

3.

Just then a man hailed us from the fire that breakfast was ready, and we were soon seated here and there about the sand over biscuit and fried junk. They had lit a fire to roast an ox;

and it was now grown so hot that they could only approach it from the windward, and even there not without precaution. In the same wasteful spirit they had cooked, I suppose, three times more than we could eat; and one of them, with an empty laugh, threw what was left into the fire, which blazed and roared again over this unusual fuel. I never in my life saw men so careless of the morrow: hand to mouth is the only word that can describe their way of doing: and what with wasted food and sleeping sentries, though they were bold enough for a brush and be done with it, I could see their entire unfitness for anything like a prolonged campaign. (From *Treasure Island*, by Robert Louis Stevenson)

4.

That morning, finding that I was to be involved in the horrid disappointment he had prepared for the mutineers, he had run all the way to the cave, and, leaving squire to guard the captain, had taken Gray and the maroon, and started, making the diagonal across the island, to be at hand beside the pine. Soon, however, he saw that our party had the start of him; and Ben Gunn, being fleet of foot, had been dispatched in front to do his best alone. Then it had occurred to him to work upon the superstitions of his former shipmates; and he was so far successful that Gray and the doctor had come up and were already ambushed before the arrival of the treasure-hunters. (From *Treasure Island*, by Robert Louis Stevenson)

5.

The house is shown by a garrulous old lady in a frosty red face lighted up by a cold blue, anxious eye, and garnished with artificial locks of flaxen hair curling from under an exceedingly dirty cap. She was peculiarly assiduous in exhibiting the relics with which this, like all other celebrated shrines, abounds. There was the shattered stock of the very matchlock with which Shakespeare shot the deer on his poaching exploits. There, too, was his tobacco box, which proves that he was a rival smoker of Sir Walter Raleigh; the sword also with which he played Hamlet; and the identical lantern with which Friar Laurence discovered Romeo and Juliet at the tomb! There was

an ample supply also of Shakespeare's mulberry tree, which seems to have as extraordinary powers of self-multiplication as the wood of the true cross, of which there is enough extant to build a ship of the line. (From "Stratford-on-Avon," in *The Sketch Book*, by Washington Irving)

6.

My route for a part of the way lay in sight of the Avon, which made a variety of the most fancy doublings and windings through a wide and fertile valley; sometimes glittering from among willows which fringed its borders, sometimes disappearing among groves or beneath green banks, and sometimes rambling out in full view, and making an azure sweep round a slope of meadow land. This beautiful bosom of country is called the Vale of the Red Horse. A distant line of undulating blue hills seems to be its boundary, whilst all the soft intervening landscape lies in a manner enchained in the silver links of the Avon. (From "Stratford-on-Avon," in *The Sketch Book*, by Washington Irving)

7

The candle, wasted at last, went out; as it expired, I perceived streaks of grey light edging the window curtains: dawn was then approaching. Presently I heard Pilot bark far below, out of his distant kennel in the courtyard: hope revived. Nor was it unwarranted: in five minutes more the grating key, the yielding lock, warned me my watch was relieved. It could not have lasted more than two hours: many a week has seemed shorter. (From *Jane Eyre*, by Charlotte Brontë)

8.

I could not bear to return to the sordid village, where, besides, no prospect of aid was visible. I should have longed rather to deviate to a wood I saw not far off, which appeared in its thick shade to offer inviting shelter; but I was so sick, so weak, so gnawed with nature's cravings, instinct kept me roaming round abodes where there was a chance of food. Solitude would be no solitude — rest no rest — while the vulture, hunger, thus sank beak and talons in my side. (From *Jane Eyre*, by Charlotte Brontë)

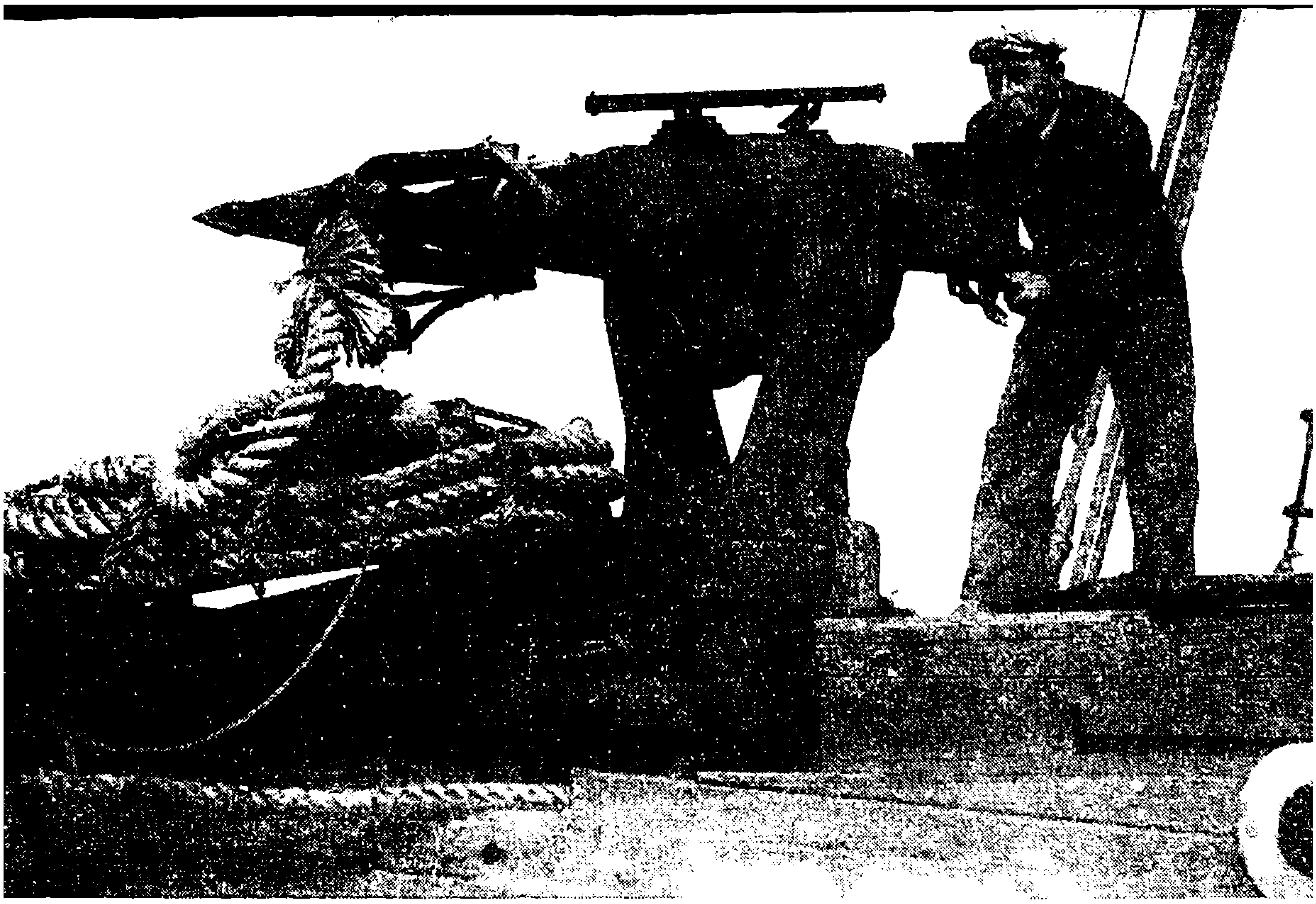
II. GOOD WRITING

THERE are almost endless suggestions for improvement in writing. Already you have been given about fifteen, and this section will deal with several more. You may think there are too many of these principles to remember, but practice will get you into the habit of using them unconsciously.

Today more than ever before people are alert to criticize what others write. This is partly because so many radio broadcasters and writers of special columns in newspapers are careless in their writing. If you write for the public, whether for the radio or the periodicals, your words will be read or heard by many whose ears are trained to appreciate correctness of presentation. It is an unusual individual who, after leaving school, does not have some occasion to say, "I wish I could write well." Train yourself now to be an exception by learning to write well and with ease.

A. Objectives

1. To appreciate good sentence structure
2. To learn that one's own sentence structure may be made more correct and effective by
   a. An understanding of the use of tense
   b. The correct usage of *shall*, *will*, *should*, and *would*
   c. A knowledge of the subjunctive mode
   d. The proper use of comparison
   e. The substitution of a series for compound sentences
   f. More frequent use of the participle
   g. Variation in the sentence pattern
   h. Avoiding needless repetition
   i. Eliminating unnecessary words
3. To practice writing good sentences



Ewing Gall

AS THE WHALER FIXES HIS SIGHTS ON THE QUARRY, SO MUST THE WRITER CONSTANTLY KEEP HIS GOAL IN MIND

Appreciating Good Sentence Structure One student may say of another, "I wish I could write as well as he does." Likewise, the student who is praised for writing well may read the better authors and wish he could express himself as skillfully. By constantly recognizing superior quality in the work of others and by emulating it you will improve your own composition. If you fail to appreciate the difference between a sentence that is grammatically correct and one that is not, or between a passage that is commonplace and one that is original, you will not be likely to show marked improvement in your own writing. To improve, you must set yourself a standard, and that standard must be the work of writers whose superiority you both recognize and appreciate. If you realize that the work of others is effective because they have taken pains in their effort, you will be more likely to do so yourself.

UNDERSTANDING THE USE OF TENSE You know that tense is the change which verbs undergo to denote action in relation to time. Tense is really time sense. You have learned that certain tenses should follow certain other tenses in order to make a logical expression. This regulation is commonly known as *sequence of tenses.*

Principal verbs in the present or the future tenses take dependent verbs in any tense.

He *thinks* he *was* right.
He *says* he *will go.*
He *considers* that he *has done* his duty.
He *will discover* that it *had to be done.*
He *has studied* hard that he *may succeed.*

Principal verbs in the past tenses must be followed by dependent verbs that denote past time.

He *thought* he *had to go.*
He *said* he *would go.*
He *considered* that he *had done* his duty.
He *had discovered* that it *had to be done.*
He *had studied* that he *might succeed.*

The following uses of tense usually present some difficulty to the average student. Observe them carefully.

1. *To represent a particular action in past time*

The accident *occurred* at the corner yesterday.
I have heard that you *received* the award.

The past tense of *occur* and *receive* is used, because both express particular action in past time.

2. *To represent action which occurred before a definite past time*

He was forced to come home when he *had spent* all his money.
I received the letter which he *had mailed* earlier in the week.

In the first sentence the act of spending occurred before the act of coming home; therefore *had spent* is used. Similarly, in

the second sentence, the act of mailing occurred before the act of receiving; therefore *had mailed* is used.

3. *To represent action which extends to the present time*

> Since I entered this school, I *have enjoyed* myself every day.
> *Have* you *received* your report?

Observe that in the first sentence the act of enjoying is not something completed at a particular point in past time, but is something which extends up to the present. Therefore, the present perfect tense, *have enjoyed*, is used. And so the questioner in the second sentence does not ask if the report were received at any particular period in past time, but if at any time up to the present it has been received.

4. *To express a general truth*

> Foreigners had learned that America *is* the land of the free.
> We had all discovered that nothing *succeeds* like success.

In each of the above sentences a general truth is expressed; hence the use of the present tense in the dependent clauses. It was stated above, however, that principal verbs in past-time tenses must be followed by dependent verbs that denote past time. Observe that when a general truth — that is, a fact that is true of all time — is expressed, this regulation must be revised. In such a case an imperfect tense in an independent clause may be followed by a present tense in a dependent clause.

Good writing demands that you shall not make careless shifts from one tense to another, such as are illustrated in the following sentences:

> I *feel* this amount *would be* enough.
> The pistol *sounded* and every man *begins* the race.
> He *said* that he *shall be* back in a week.

In the first sentence *would* should be *will;* in the second *begins* should be *began;* and in the third, *shall be* should be *should be.*

THE CORRECT USE OF *Shall*, *Will*, *Should*, AND *Would* Although in current usage there is some tendency to disregard the difference between *shall* and *will*, that fine distinction is still made by the best speakers and writers.

You have already learned, probably many times, that to express simple futurity you should use *shall* and *should* in the first person and *will* and *would* in the second and third persons, while to express determination, willingness, desire, resolution, or a promise, you should use *will* and *would* in the first person and *shall* and *should* in the second and third persons. There are, however, other uses of these auxiliaries with which you may be less familiar.

1. *Shall* or *should* is used if the subject of a *direct question* is in the first person.

Question	*Answer*
Shall I have time?	You *will* have time.
Should we be going?	We *should* be going.

If the speaker repeats a question already addressed to him, he should use the same auxiliary contained in the question.

Will I go with you?	Certainly I *will* go with you.

2. If the subject of a *direct question* is in the second or third person, the auxiliary should be that which is expressed in the answer.

Question	*Answer*
Shall you go to the game?	I *shall* [go to the game].
Will you do an errand for me?	I *will* [do an errand for you].
Shall he be made to pay the penalty?	He *shall* [be made to pay the penalty].
Should you like to go with us?	I *should* [like to go with you].
Would you help us out?	I *would* [help you out].

3. In an *indirect quotation* the auxiliary should be that which would be used if the quotation were direct.

Direct	*Indirect*
She says, "I *shall* be glad to go."	She says that she *shall* be glad to go.
She says, "You *will* be late."	She says that you *will* be late.
She says, "He *will* help us."	She says that he *will* help us.
She says, "I *should* like to go."	She says that she *should* like to go.

When the verb in the independent clause is in the past tense, *shall* becomes *should* and *will* becomes *would.*

Direct	*Indirect*
She said, "Mary *will* do the errand."	She said that Mary *would* do the errand.
She said, "Mary *shall* correct the error."	She said that Mary *should* correct the error.

4. *Will* is used in the second and third persons to express a *request* or a *courteous command.*

You *will* now take your places.
All applicants *will* be in the office Monday morning.

5. *Would* may be used in all three persons to express *habitual action.*

Every time I asked, I *would* get the same answer.
Whenever you saw him, you *would* be regaled with the news.

6. In conditional clauses *shall* or *should* is used in all three persons to express *simple futurity.*

If I *shall* make arrangements, will you go with me?
Should you be late, please telephone me.
If they *should* decide to go, there will be room.

7. In conditional clauses *will* or *would* is used in all three persons to express *willingness.*

If I *would* study, I could do as well.
If you *would* reply early, your chances would be better.
If they *would* make up their minds, we could complete the plans.

8. *Should* is used in all three persons in the place of *ought* to express duty or obligation.

> I *should* (ought to) visit my friend in the hospital.
> You *should* (ought to) be grateful for his kindness.
> The committee *should* (ought to) report before tomorrow.

Uses of the Subjunctive Mode The subjunctive mode is used to indicate that action or state of being expressed by the verb is thought of as something that is possible or desirable, but not as a fact. The following are among its most common uses:

1. *To express a condition contrary to fact*

If I had studied (but I did not), I should not have failed.

If the roads had been better (but they were not), we should have arrived earlier.

2. *To express a wish or prayer*

> Heaven *bless* you.
> Good luck (*be*) to you.
> I wish I *were going* to college.

3. *To express purpose*

> Work hard lest you *fail*.

4. *To express concession*

> Though it *vex* me, I will not show it.
> *Say* what I would, they would not believe me.

When the concession is an admitted fact, the indicative mode is used.

> Though it *is* late, we shall still have plenty of time.

5. *To express doubt*

> If the weather *be* bad, we shall cancel the game.

6. *To express fear*

> We were frightened lest the marauders *come* near our camp.

7. *To express command*

They ordered that an investigation *be made.*

THE PROPER USE OF COMPARISONS Many common errors in writing are due to the use of wrong comparisons of adjectives and adverbs. Be sure to master the following thoroughly.

1. Use the *comparative* degree of the adjective or adverb when comparing *two* objects.

Speaking of tennis and swimming, I like tennis *better.*
We tramped both trails, but we went *farther* up the Long Trail.

2. When comparing an object with others in its class, use *other* or *else* with the *comparative* degree. Otherwise you compare the object with itself.

Poe appeals to me *more* than any *other* writer on the list.
Richards has a *larger* collection than anybody *else.*

3. When comparing an object in the *superlative* degree with others in its class, you may use *all.* Do not use *any.*

George is the *oldest* boy on the team.

George is the *oldest of all* the boys on the team.
not
George is the *oldest of any* of the boys on the team.

4. Always state the comparison completely.

Edith is *as old as Harriet,* if not older than she is.
not
Edith is as old as, if not older than, Harriet.

After a negative word, such as *not,* use *so* instead of *as.*

Their team is not *so* heavy as ours, although it may be swifter.

5. Avoid the use of a *double comparison.*

The train is *oftener* late than on time.
not
The train is *more oftener* late than on time.

THE USE OF SERIES In many instances writing may be made more compact and more effective by the use of a series. This is especially true in the case of a series of verbs instead of a compound sentence. The careful writer applies the principle also to nouns, adjectives, adverbs, and phrases.

1. *Verbs.* Observe the difference between the following:

I sit down at my desk, then I sharpen my pencil, afterwards I arrange my papers, then I prepare my notes, and finally I begin to write.

I sit down at my desk, sharpen my pencil, arrange my papers, prepare my notes, and begin to write.

2. *Nouns*

Mr. Sargent was a man with an excellent *education*, an agreeable *temperament*, unusual *manners*, and a *determination* which everybody admired.

3. *Adjectives*

An *innocent*, *surprised*, and *puzzled* look came over her face.

4. *Adverbs*

Winston began the work *promptly*, *grimly*, and *defiantly*.

5. *Phrases*

The stranger walked *down the road*, *into the darkness*, and *out of sight.*

THE USE OF THE PARTICIPLE Another practice that gives a pleasing effect to writing is frequent use of the participle. If you will consult the work of established authors, you will see how common the usage is among them. It makes for conciseness and maturity of expression.

Observe the participles in the following sentences from well-known authors:

The rest of his toilet was soon achieved, and he proudly marched out of the room, *wrapped* up in a great pilot monkey jacket, and

sporting his harpoon like a marshal's baton. (From *Moby Dick*, by Herman Melville)

He said no more, but slowly *waving* a benediction, covered his face with his hands, and so remained *kneeling*, till all the people had departed, and he was left alone in the place. (From *Moby Dick*, by Herman Melville)

I ran to him at once, *calling* to my mother. But my mother, *frightened* as she was, would not consent to take a fraction more than was due her, and was obstinately unwilling to be content with less.
I crept back to the bank again, whence, *sheltering* my head behind a bush of broom, I might command the road before our door. (From *Treasure Island*, by Robert Louis Stevenson)

I thought of the first handful of sand *thrown* out for the base of the Cheops pyramid; of the first brick *placed* in a position for the Great Wall; of a fresh-cut trunk, *rough-hewn* and *squared* for a log cabin on Manhattan; of the first shovelful of earth *flung* out of the line of the Panama Canal. (From *The Edge of the Jungle*, by William Beebe)

How the year went by, I know not; only that I was abroad all day, *shooting*, or *fishing*, or *minding* the farm, or *riding* after some stray beasts, or away by the seaside below Glen-thorne farm, *wondering* at the great waters, and *resolving* to go for a sailor. (From *Lorna Doone*, by R. D. Blackmore)

VARYING THE SENTENCE PATTERN Nothing makes reading more uninteresting than monotony of sentence pattern. The repetition of the simple declarative sentence with the modifiers always in the same place is the pattern naturally followed by young people, but it is a sign of immaturity and should be departed from by adult writers. There are many ways by which you may vary your sentence patterns, thus making them more colorful and more emphatic.

1. Use fewer declarative sentences and more interrogative, imperative, and exclamatory ones. Consider the variety in two short passages from the greatest of our short-story writers:

All stood amazed, until an old woman, tottering out from among the crowd, put her hand to her brow, and peering under it in his

face for a moment, exclaimed, "Sure enough! it is Rip Van Winkle — it is himself! Welcome home again, old neighbor — Why, where have you been these twenty long years?" (From *Rip Van Winkle*, by Washington Irving)

Why *would* they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observation of the men — but the noise steadily increased. Oh God! What *could* I do? I foamed — I raved — I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder — louder — louder! And still the men chatted pleasantly and smiled. Was it possible they had not heard? (From *The Tell-Tale Heart*, by Edgar Allan Poe)

2. Use more complex sentences and fewer compound ones. Subordinating less important ideas gives emphasis to the more significant ones. The second of the following sentences is better than the first, since the main idea is placed at the end in the independent clause.

> It was a long ride, and we became very tired.
> Because it was a long ride, we became very tired.

3. Place important words in the position of greatest emphasis. This is usually at the beginning or the end of the sentence.

> His judgment, I was sure, would be *good*.
> *Nobody* shall I oppose more strenuously than him.

4. Give your sentences emphasis by *balancing* or *contrasting* ideas. A sentence that does this is called *antithesis*, which is one of the figures of speech.

> Give me *liberty*, or give me *death*.
> *Youth* is the time for *action; age* indulges in *dreams*.

5. Arrange a series in the order of relative importance, thus creating a *climax*.

> He had lost his *money*, his *home*, and his *friends*.
> The wind was *swift*, *steady*, and *destructive*.

NEEDLESS REPETITION As a rule repetition of words or ideas is an offense to good writing. Sometimes, however, the writer consciously employs it for the sake of emphasis. You may not be aware of faulty repetition in your own writing unless you reread it. Careful rereading should lead you to thorough revision, which is one of the imperative steps in all good writing.

1. Faulty repetition

> He *gave gifts* to all his friends.
> I *applied* several *applications* of the prescription.
> She was *constantly* hoping for better things *all the time.*

2. Conscious repetition

> To every thing there is a season, and a time to every purpose under the heaven:
> A time to be born, and a time to die; a time to plant, and a time to pluck up that which is planted;
> A time to kill, and a time to heal; a time to break down, and a time to build up;
> A time to weep, and a time to laugh; a time to mourn, and a time to dance;
> A time to cast away stones, and a time to gather stones together; a time to embrace, and a time to refrain from embracing;
> A time to get, and a time to lose; a time to keep, and a time to cast away;
> A time to rend, and a time to sew; a time to keep silence, and a time to speak;
> A time to love, and a time to hate; a time of war, and a time of peace.
>
> (From Ecclesiastes, 3 1–8)

UNNECESSARY WORDS It is difficult to put ideas into the fewest possible words. Clearness, of course, is important, and no word necessary for clearness should be sacrificed. It takes time to reread and condense your writing. The great French writer, Voltaire, upon being asked why he did not put the

YOUNG WRITERS SHOULD TAKE PLENTY OF TIME TO SHAPE THEIR SENTENCES

contents of his two volumes into one, replied that he did not have time. Young writers, however, should take plenty of time to shape their sentences and themes. Beware of wordiness. It ruins emphasis. Rambling sentences are rarely effective. The following illustrations show how effectiveness is gained by condensation:

A great deal of hard work and much sacrifice are required to gain an education that will prepare one for life.

Much work and sacrifice are required to gain a good education.

A man who is generous will make friends who will be of great value to him.

A generous man will make many worth-while friends.

With respect to the solution of the problem, there are several ways of doing it.

There are several ways of solving the problem.

B. Activities

Group I

a. The following sentences contain errors in tense. Rewrite them correctly. Give reasons for your corrections.

1. Vera said she will come on the noon train tomorrow.
2. The news has just come that last month Thompson has won the captaincy.
3. Peter was disappointed with his marks when he completed the course.
4. On Saturday I received the book which was mailed Wednesday.
5. Since I came home from camp I read many books.
6. Did you receive your application blank yet?
7. We all agreed that war was the greatest tragedy in the world.
8. The passengers all gather up their luggage as the train pulled in.
9. There was some debate as to whether honesty was always the best policy.
10. Joe wrote that he shall take his vacation in July.
11. Ever since I came here I enjoyed the most unusual hospitality.
12. When we reached the lake, we were glad no one was lost on the way.
13. The class didn't begin yet; the time is changed to ten o'clock.
14. He had discovered that the work has to be completed before he could get paid.
15. Sarah worked hard that she may win the scholarship.
16. We forgot to add the subscription that was gained the day before.
17. Because I came late, I got no opportunity yet to buy a ticket.
18. I never could remember how many feet made a mile.
19. We think the amount in the treasury would be enough to pay for the gift.
20. I sent the directions before your letter arrived.

b. Explain the use of *shall*, *will*, *should*, and *would* in the following sentences.

1. Shall I go now, or will you call later?
2. Should you be interested to know the price?
3. Father says that he will send us a telegram before he starts for home.
4. The class will now turn to the next chapter.
5. Mother insisted that the trespassers should make good the damage.
6. Whenever I went to his house, he would greet me in the same friendly way.
7. If Mr. Cummings should call before I return, will you please entertain him?
8. If you would apply yourself, you could lead your class.
9. You should be kind to those who are thoughtful of you.
10. Mr. Thurlow telephoned that he shall be glad to see me Saturday.
11. Should we take the road over the bridge, or will that lead to the wrong highway?
12. Will I do an errand for you? Of course I will do an errand for you.
13. Shall you be going downtown this afternoon?
14. Aunt Clara wrote that in July Uncle Herbert would be cutting the hay and that I would probably enjoy a visit to the farm then.
15. All who are willing to serve on the committee will meet the president at the close of the meeting.
16. If they would give us their answer today, a great deal of time could be saved.
17. Should you be interested in buying a copy, I shall be glad to send you the price.
18. You should make your reservations this week if you expect to get good seats.
19. Mr. Wilkins said that he should be glad to give us the use of his room.
20. If I would get up early enough, I could do my homework before going to school.

c. Copy the following sentences, inserting the correct auxiliary (*shall*, *will*, *should*, or *would*). Give reasons for your choices.

1. Father says that he ____ be glad to help us with the boat.
2. ____ you like to go swimming with us this afternoon?
3. ____ I have time to do the errand before school?
4. If you ____ take more pains, you could paint well.
5. If I ____ be at home at ten, ____ you be ready?
6. Whenever you saw Mrs. Holmes, you ____ get the whole family history.
7. The class ____ remain for a moment after the bell rings.
8. Jones told me that he ____ be free after school and that he ____ be glad to help.
9. I ____ do my reading at once, for it is long past due.
10. ____ I give Mr. Jennings the message if he ____ come before you arrive?
11. ____ you be on the grandstand, or ____ you have to take tickets?
12. ____ you be willing to help us make a few repairs on the car?
13. I understood her to say that she ____ be a little late.
14. It ____ be much more satisfactory if the faculty ____ agree on a system of marking.
15. ____ you change your mind, please wire me at once.
16. The principal remarked that all students ____ apologize for vulgar language.
17. Do you not know that you ____ make prompt replies to important letters?
18. You ____ not be permitted to go with them again.
19. We ____ always take a swim before we had breakfast.
20. If you ____ tell me the truth, I ____ not repeat it.

d. In the following sentences the italicized verbs are in the subjunctive mode. Explain why.

1. God *bless* you.
2. If the day *be* clear, we shall start at sunrise.
3. If I *had gone* earlier, I should have seen the parade.
4. Though he *annoy* me, I shall still be kind to him.
5. Always be prompt lest you *lose* your job.
6. He demanded that an explanation *be made* at once.

We feared lest we *be attacked* by wild beasts.

8. If there *had* not *been* several disappointments, we should all be in better spirits.
9. We all wished that Uncle Terry *were going* with us.
10. Look out that you *be* not *deceived.*
11. If it *were* Friday, we should be on our way.
12. *Say* what he will, I shall always think kindly of him.
13. If the program *be* a success, the credit will belong to the coach.
14. Avoid evil company that you *be* not *tempted.*
15. I should have money enough if I *had worked* one more week.
16. Best wishes [*be*] to you.
17. One should always be alert lest he *lose* any opportunity.
18. Though they *harass* me, I shall not change my mind.
19. If my application *be accepted*, I shall go to work next week.
20. The president ordered that no information *be given* out.

Copy the following sentences, inserting the correct form of the verb *to be*. Give your reason for each form.

1. If I ____ you, I should pay no attention to it.
2. I wish you ____ going with us to the mountains.
3. Everybody ____ as quiet as possible.
4. The rules demanded that we ____ on time.
5. We feared lest they ____ lost on the way.
6. If there ____ good fishing, we shall have an excellent time.
7. Though he ____ disagreeable, we shall make the most of it.
8. Would you say anything about the affair if you ____ I?
9. Alden performed as if he ____ an expert.
10. I should not read by that light if I ____ you.
11. If only some bit of hope ____ given us.
12. If that ____ the case, you had better say nothing about it.
13. Would he do any better if he ____ I?
14. I wish that he ____ more thoughtful of other people.
15. If it ____ the truth, then stick to it.
16. He will find a way if he ____ skillful enough.
17. I shall be glad to comply if there ____ any excuse.
18. I fear lest there ____ reasons I do not know about.
19. ____ the decision up to me, I would make it at once.
20. If it ____ necessary, we shall consider the matter.

f. Rewrite the following sentences, expressing the comparisons correctly:

1. Both days were very arduous, but I thought Tuesday the most difficult.
2. I enjoyed *Ivanhoe* more than any novel I have ever read.
3. Judith is the most clever of any of the girls in the class.
4. The trip was as long, if not longer, than the one we took last summer.
5. Barbara was much more keener than she frequently appeared to be.
6. The storm was not as fierce as that which we had a year ago.
7. The suspicion was that the examination would be as long, if not longer, than the one we had in January.
8. The problem was the hardest of any of the propositions in the book.
9. Jackson has a better record than anybody on the team.
10. We looked at both stars through the telescope, but Mars was the most brilliant of the two.
11. Which do you think is most difficult, mathematics or science?
12. Alcott was the most popular of the two boys, but Stevens was the keenest.
13. Heath seems to have more friends than anybody on the street.
14. I have visited Boston more frequently than any city in the United States.
15. The Green Mountains are the longest, but the White Mountains are the highest of the two ranges.
16. Miss Houghton marks more fairly than any teacher on the faculty.
17. Old Orchard is the largest of any of the beaches on the Maine shore.
18. It is said that the Van Horne farm is as old, if not older, than any estate in the village.
19. The crops this year are not as plentiful as they have been in most past years.
20. Edward had a more original oration than anybody on the program.

Condense the long sentences that follow and combine the groups of short ones by making use of a series in each case.

1. We motored along the New England shore, then we spent a few days in Casco Bay, and after that we camped for a month on Lake Winnepesaukee.
2. A new company bought the mill and made extensive repairs on it. Then they gave employment to many of the villagers.
3. Spotty is a thoroughbred dog. She is well trained. She is devoted to her master. And she has a fondness for children.
4. Miss Welton was an accomplished musician. She could also paint, and she wrote very successful stories.
5. A depressed feeling came into my mind. It was a sudden feeling. It haunted me.
6. We were anxious to return to school and we took up our work cheerfully. We expected a profitable year.

   Our car drove off the main road, and then it went along a winding driveway, and finally came up to an old inn doorway.
8. The books we read affect our lives. That is true also of the friends we make and the thoughts we think.
9. Joan was chagrined by the situation. She was also amazed and terrified by it.
10. Arthur came to his decision directly. He did it easily and he did it definitely.
11. With determination Lawrence began the work. He began it by himself, and he began it with confidence.
12. The vine grew along the lattice. It attached itself to the large maple tree. It clung like a serpent to all the lower branches.
13. The distant fields lay placid in the early morning sun. So did the quiet lakes. And the dusty roads lay like brown ribbons.
14. From where we stood we could see the great expanse of ocean. And we could see also the mountain peaks around which the gulls were flying in circles.
15. His face was round and pleasant. It was, though, just a little sad.

16. Slowly the storm approached from the mountain. But it came steadily. And it was threatening.
17. The birds flew in apparent quietness. They were flying towards the north. They kept in the form of a V
18. The traveler was going by himself. He was in deep thought. His look was on the ground.
19. A man who wishes to succeed will work hard. He will also play hard. But he will give much thought to study and meditation.
20. The artist sat down at the piano and then arranged his music. After glancing at the audience, he ran his fingers nimbly over the keys.

h. Rewrite the following sentences, substituting participles for some of the verbs. Your sentences should be much more compact and effective.

1. I looked into the kitchen and saw Libby, who was going industriously about her morning's work.
2. There was a book which was entitled *Favorite Poems* lying on the library table.
3. Edward came lazily up the steps. Then he threw himself into the hammock.
4. An interesting old house stood at the corner of the roads. It had apparently been abandoned for years.
5. Nick is a very active boy, and he is called "Windy" by everybody who knows him.
6. Mr. Benson arranged the papers neatly on his desk. Then he made a careful notation upon each one.
7. I worked every afternoon in a grocery store. In this way I earned enough to buy my own clothes.
8. Oak trees are very hardy. For that reason they are easily transplanted when they are young.
9. A boat lay gracefully at anchor in the harbor. She seemed to be the symbol of peace.
10. If the book be read carefully, it will provide considerable information on the subject.
11. She closed the door without thinking; then she recalled that she had left the key inside.
12. Randall sat with dignity at the desk. He was imitating the teacher in a perfect manner.

13. I found my way through the bushes and thought of nothing but escape, and suddenly I heard a familiar voice behind me.
14. The culprit was caught in the act of stealing. Finally he broke down and confessed his past crimes.
15. At the top of the hill we came upon a perfectly straight road, which extended into the distance as far as we could see.
16. I rode my bicycle as far as the village, and from there I walked with the others to the picnic ground.
17. The river seems straight and smooth all the way past the town, but it turns sharply to the right and becomes very rough about a mile below
18. The planes flew incessantly over our heads. Before long everybody became bewildered.
19. Ronald prepared the soil with great care. Then he gently planted his seed. He was most painstaking about depth and space.
20. Yellow butterflies flutter back and forth by my window. They bring me assurance of good luck.

i. Read the following passage, observing how immature and monotonous the sentence structure is. Then rewrite it, varying the order and type of the sentences as you wish for the sake of improvement. Can you use complex, interrogative, and exclamatory sentences?

My cousin Dick lives in the city. He was visiting me on the farm. He enjoys fishing. There were few things to do for excitement. We decided to go fishing. We got up early in the morning. Mother had prepared our breakfast the evening before. It was a beautiful June morning. Before sunrise we were on our way. By six we were at the stream. The stream has an abundance of trout. By ten we had made a good catch. Dick had beat me. He had eight trout. I had only six. Dick said it was a wonderful experience for two reasons. He caught more fish than I did. And he never before had all he wanted to eat.

j. Tell in what respect each of the following may be improved. Rewrite them so they will be more emphatic.

1. Mr. Borden is my father's partner, and he has gone on vacation.
2. You will enjoy the book, I am sure.

3. Exercise stimulates the muscles; the mind is stirred by books.
4. Sleep, a good dinner, and a little rest were what the old man needed.
5. Mike has worked for my grandfather for twenty years, and now he is forced to retire.
6. He said "Farewell" as he stepped swiftly down the walk.
7. Study interests me; I am bored by too much leisure.
8. The insurance will be a good investment in case of death, long illness, or minor injuries.
9. I will not believe him, no matter how sincere he may seem.
10. A delightful month was spent by my family on the seashore.
11. Science is my most interesting subject; Martha's favorite subject is history.
12. The agreement was signed by both of us.
13. His advice was worth asking for, we all thought.
14. Many of the cast were taken ill, and the play had to be postponed.
15. Precisely, earnestly, and quickly the words dropped from his lips.
16. Andrew plays baseball; I am on the tennis team.
17. These instruments have been tested, and you will find them satisfactory.
18. It seemed that everything worth while was gone.
19. Nothing was said about the matter when Leonard came home.
20. Alice's recital was a success, although her friends were all in doubt about it.

k. Rewrite the following sentences, disposing of all faulty repetition:

1. Standing on the diving board stood Bill all ready for a dip.
2. The second chapter says it all over by way of repetition.
3. Stella is succeeding and getting along very well in her new position.
4. I think that in my opinion it is the best historical novel I have ever read.
5. He will leave an impression on every future generation that comes after him.

6. Never before at any time in my life have I had such an experience.
7. All children who are at the age of five years old enroll in the kindergarten.
8. Dixon had no sense about how the matter should be presented, and he used poor judgment.
9. The entire class are all expected to review the chapter over again.
10. This spring there was a lot of damage done to the lower farms by the spring freshets.
11. Most of the presents that were presented proved to be household utensils for use in the home.
12. I was constantly running into Jim all the time and meeting him somewhere downtown.
13. We narrowly escaped an accident because of the traffic on the narrow street.
14. I hope you will call on us again some other time when we are all at home.
15. You will have to refer back to the first page for a description of the opening scene.
16. According to Uncle Ned's advice, he thinks it would be useless to make another attempt without doing something to the engine.
17. The process seemed to me complicated and not easy to understand, but I understood it better when I went over it again.
18. I had thoroughly completed all the entire assignment before the class hour.
19. Mother wanted me to make all my wants known before my birthday.
20. Concealed in the bookcase were several letters hidden behind the books.

l. Rewrite the following sentences, eliminating all unnecessary words:

1. Rows of doors extended all up and down on both sides of the whole length of the corridor.
2. I met Julia at the drinking fountain and there we had a long talk for a good part of the intermission about our work.

3. A number of books about history were on the list of books that we were required to read.
4. Those who were candidates were given an opportunity to express the views which they held.
5. The test which was given at the end of the month contained several problems that were very difficult to perform.
6. I hope your writing will be improved as a result of these directions.
7. Along in the seventeenth century there were many small settlements made along the New England coast.
8. In regard to making the plans, there are several ways of going about it.
9. The characters that were most active in the book were not always the ones who contributed the most interest.
10. Two miles away from where we were camping there was a forest that was dense and full of game.
11. The people who do the most talking are not often the ones who have the greatest amount of information to impart.
12. One day during last week I had an experience which I shall never forget.
13. As I looked in through the door, I could see my father, who was reading the newspaper and smoking his pipe in great comfort.
14. I picked up all the loose paper lying around, mowed the lawn, and then I trimmed the shrubbery.
15. There doesn't seem to be the slightest reason at all for doing the errand just this minute.
16. The project was the result of a lot of planning that had been done in advance.
17 Since the day when our forefathers founded our country, great advances have been made in such things as science, education, and standards of living.
18. Mr. Peterson made gifts of very large amounts to many causes of great importance in the village.
19. A brook with a great many turns and twists almost surrounded the farm on the plains that belonged to my father.

Group II

Copy the following sentences, supplying in each the correct form of the verb in the parentheses:

1. Howard came home after he (send) the telegram.
2. I have learned that you (receive) the highest honor.
3. Since I came to the city I (see) several interesting plays.
4. Early visitors to America did not realize that our country (be) so large.
5. She replied that she (be) glad to have the day to herself.
6. The incident (happen) during the lunch hour yesterday.
7. Friday I received the package which he (mail) two days before.
8. Until today I (hear) nothing from any of them.
9. He (buy) none of the necessary equipment yet.
10. The speaker gave several illustrations which (occur) during his lifetime.
11. Mr. Hoyt brought to our attention the fact that reading (be) the best means of securing a good education.
12. I was surprised to discover that the novel (has) no plot of any consequence.
13. The literary club, which (use) the library last year, will return to the auditorium.
14. The notice which was posted on the bulletin board (tear) off when I went to read it this morning.
15. The key to the room (miss) since last Monday.
16. When you (finish) your reading, will you allow me to speak to you?
17. If you (listen) to the warning, you would not have made the error again.
18. We (enjoy) every minute since we came to camp.
19. Gordon could not seem to understand what the meaning of the passage (be).
20. Father wired that he (be) able to get home for several days.

Copy the sentences below, supplying *shall* or *will* as the meaning requires:

1. ____ I accompany you?
2. ____ you take charge of the ushering tonight?
3. ____ he be forced to make good the loss?

4. Joan says that Margaret ____ be glad to join us
5. Mother says that you ____ be late.
6. George says that he ____ lend us his tools.
7. The team ____ line up for practice.
8. If I ____ call at six, ____ you be ready?
9. If you ____ do the work well, you may secure the job.
10. If you can go, we ____ take you in our car.
11. You ____ not go with them any more.
12. ____ you be going downtown this afternoon?
13. Whom ____ we give the money to?
14. ____ he be made to live on this diet?
15. ____ you go by train or by bus?
16. ____ they give you a ride, or ____ I?
17 You may be elected if you ____ be willing to make the effo
18. The first to arrive ____ occupy the middle section
19. Ted says that he ____ be interested to read the
20. ____ I meet you at the game? Surely I ____ meet the game.

c. Copy the sentences below, supplying *sho d* or meaning requires.

1. ____ we be leaving shortly?
2. ____ you like to stay with me while my mother
3. ____ you help me out of a little difficulty?
4. Edna says that she ____ be happy to take
5. Mother said that Mildred ____ arrive on Monday
6. The teacher said that Phyllis ____ attend work.
7. Whenever I called, I ____ always get a subscription.
8. ____ you want more, you may telephone later
9. ____ I make the request in person or in
10. If they ____ want to go earlier, it will be convenient
11. If you ____ spend less time in sports, your better.
12. You ____ write the letter before you do another
13. If Collins ____ come to some conclusion, it would for the rest of us.
14. I shall be free if he ____ want me to work for him tomorrow
15. You ____ always get the same answer, whatever question happened to be.

16. The audience ____ leave by the rear door.
17. She said that Tom ____ be going that way in the evening and that he ____ drop in to see them.
18. ____ you be willing to lend me a dollar?
19. ____ you prefer the mountains or the seashore for the summer?
20. ____ we spend much more time in trying to get the answer?

Rewrite the following sentences, inserting the proper form for the subjunctive mode of the verb in parentheses. A change in form will not always be necessary.

1. If the crowd (be) too large, we shall be obliged to open the balcony.
2. Though he (tempt) me, I shall stick to my opinion.
3. Always in summer I wish I (be) going to school.
4. You would have been safe if you (sign) the contract.
5. We were scared lest the roof (come) down on our heads.
6. The mayor ordered that a survey (make).
7. If it (be) my book, I would gladly lend it to you.
8. I pray that you (be) constantly safe from harm.
9. Read carefully lest you (miss) the important facts.
10. Though the situation (try) me, I shall make every effort to keep calm.
11. We shall miss a whole day if the boat (be) late.
12. We feared lest the horrible creature (appear) in our midst.
13. The doctor insisted that an operation (perform).
14. He acted as if he (be) upset about something.
15. Though it (be) eight, the play has not begun yet.
16. I wish that he (be) more capable in his present position.
17. She would write better if she (be) more original.
18. If I (be) you, I should pay no attention to it.
19. If he (be) clever, he would have solved the problem before now.
20. He would have more friends if he (be) more friendly.

e. Copy the following sentences, making such corrections in comparison as are necessary:

1. Black Cap is the highest of any of the mountains in the chain.
2. Blackberries were more abundant than any that grew in the field.

3. A couple of deer came out of the woods, but the smallest one seemed least frightened and came nearest to the edge of the orchard.
4. The smallest of the two trees was planted as early, if not earlier, than the largest one.
5. Sunday was much clearer than any day we have had so far this spring.
6. Alfred was sure that he could do the work as quickly, if not more quickly, than anybody.
7. I thought it was the gayest of any of the carnivals which I had ever attended.
8. The evening which I spent alone seemed longer than any I had ever had all by myself.
9. Two planes flew directly over our heads, the smallest one leading and appearing to be going much more faster than the other.
10. Nobody in the class could hold the attention of the others as interestingly as Muriel.
11. The most expensive of any of the coats in the store was the one that I wanted more than any one.
12. Much more sooner than I had expected came the news that we had been wanting to hear more than anything.
13. The largest of the two busses was overcrowded, so we took the smallest one, which, after all, made the best time.
14. Because Marjorie is much more keener than any of the girls, I have enjoyed her company more.
15. Each of us seems to get along with the other better than with anybody.
16. I was not as well pleased with my effort as I had been with my previous ones.
17. The actors all did so well that it was difficult to say that one performed better than anybody in the cast.
18. The view was as complete, if not more complete, than the one that we had from the former position.
19. Her memory goes as far back, if not farther back, than that of anybody I have ever met.
20. I am indebted to my parents more than to anybody in the world for the good fortune that I have had.

f Arr. each of the following groups of sentences in one tence, using in each a series of nouns, verbs, adjectives, adverbs, or phrases:

1. The experience was unusual. It was also very exciting. And I got a great deal of profit from it.

   Book learning is not all there is to education. A knowledge of people part of it. Neither can acquaintance with current events be left out.

   The pitcher scratched the ground with his shoe. He raised his arm slowly. Then he threw a graceful curve.

4. Promptly Mr. Foster took charge of the situation. He did it with a great deal of sympathy He seemed to understand just what to do.
5. I crept slowly around the house. Cautiously I crept up the ladder. Then I went through the window.
6. Jack could be counted on to do his work willingly. Moreover, he did it promptly. Thoroughness was always his aim.

   The old gentleman received me warmly. His talk to me was very kind. He sent me away very happy.

8. Happiness results from work well done. It comes also from being thoughtful to others. And an interest in a variety of pursuits helps one to be happy
9. It was an anxious audience. Everyone in it was excited. They were all in a mood of expectancy.
10. Everybody about the fair seemed unusually gay. There was great friendliness among them. Nobody appeared to have any care at all.
11. Mr. Brooks offered his time. He said he would be glad to give the benefit of his experience. He was willing to give what money he could afford.
12. It was with great haste that Tom put on his clothes. With a rush he ran downstairs. Then he hurried excitedly to the scene of the fire.
13. Stealthily the cat crept along the wall. With considerable caution she gathered herself up into a ball. Then she suddenly pounced upon the innocent bird.
14. The darkness seemed to fall upon the houses. At the same time it fell along the streets. It fell, too, into every alley and crevice.

15. With much care I thought through every detail. I did it very deliberately. And I did it with a great deal of hope.
16. I watched the automobiles come towards each other on the street. I saw them collide at the intersection. I heard the sound of brakes and the crash of metal.
17 Nothing is so good for the nerves as quietness. Perhaps freedom from work, and possibly release from care, are equally as good.
18. As far as we could see, the water was smooth. It was clear as crystal. It lay like silver under the sun.
19. A deep feeling overcame me. It was a homesick feeling, and it was filled with patriotism.
20. Mr. Lowell passed me on the street. His head was in the air. He did not glance at me.

g. The sentences below can be made more effective by substituting participles for some of the verbs. Rewrite them, inserting as many participles as you can.

1. After Mr. Cronin finished his day's work, he sat on the porch for an hour before dinner and read the newspaper.
2. As I was going into the hall, I met Mrs. Hilton, who was coming out.
3. I felt very awkward, since I was bundled up in so many clothes; and I was trying to walk as a human being.
4. A student who has received a thorough education in business school should have no difficulty in getting a job these days.
5. He made no further remarks, but he put out his hand to say good-by and gave me a look of disappointment.
6. We came upon a curious-looking character as he sat under the tree and held carelessly onto his pole and waited for the fish to bite.
7. I hurried into the room and at the same time tripped on the rug and almost fell in a heap on the floor.
8. He arose from his chair and came forward to greet me and placed his hand on my shoulder.
9. She sat down by the window where, when she gazed into the street, she could see the other girls and boys at play.
10. I thought of the promise that my father had made earlier in the day, and I was glad that little kindnesses that are spoken so generously pleased me so much.

11. Gerald wrote me how they spent their days at camp and how they swam and fished and played games.
12. After I had recovered from the first shock, I had no further fear of diving into the water.
13. Many of the boys and girls, after they had enjoyed the leisure of vacation, found it difficult to return to school in the fall.
14. Mr. James stepped more lightly than ever and got into the car and sat down beside the driver.
15. The berries, which grew beside the road and belonged to nobody in particular, provided a good part of our meal.
16. I recognized almost nobody, because they were all dressed in strange costumes.
17. The driftwood, which had been washed up all along the beach by the tide, furnished sufficient fuel for the fireplace.
18. Sonny was a good-natured boy, who resembled a cherub and who was called "Spunky" by everybody who knew him.
19. There were birds with a variety of colors and songs that shot from tree to tree over our heads.
20. A very short man, who stretched himself to hold onto the bus straps, and who kept constantly peering out of the window, completely blocked my view.

3. Rewrite the following sentences, improving each by applying one of the methods you learned for varying sentence patterns:
    1. Father looked at me sternly and said that he wanted me to come to him at once.
    2. I kept asking myself why they would not believe me.
    3. I had dallied with my work all the evening, and I had several chapters to read before I could go to bed.
    4. There was time yet to accomplish the task before my parents returned home, I thought.
    5. The boys were to arrange the program; the lunches were to be prepared by the girls.
    6. What I learned from the lecture was that one should constantly guard his good name, protect his health, and live within his means.
    7. To live honorably is the aim of good men; base men give no thought to conduct.

8. To love one's fellow men, to be ambitious, and to know oneself thoroughly is a good slogan for a successful life.
9. In my mind that cause will always be uppermost.
10. We had not practiced faithfully, and we reaped the consequences when we played our first game.
11. She exclaimed from the bottom of her heart and asked me to forgive her.
12. Finally he looked me straight in the eye and asked me if I were telling the truth and if I had any evidence.
13. There were several other little matters to attend to, and we couldn't get away for another day.
14. If we get directly to work, there is time to produce the play before the holidays, it seems to me.
15. The result of the balloting seemed fair to the teachers; the students thought there should be another election.
16. The purpose of our club is to be of service to the school, to broaden our knowledge, and to have a good time.
17. The consequences are more important than the deed itself, you will probably agree.
18. Nobody had brought raincoats or umbrellas, and everybody became drenched before the afternoon was over.
19. Our enemies may interrupt our progress; our courage cannot be broken.
20. Gathering supplies, making plans, and studying the country are necessary before one can begin an expedition.

i. Make the following sentences as brief as you can without affecting their sense. In which are words or ideas repeated?

1. John Buchan's autobiography of himself is one of the most interesting books of the generation.
2. I found the job not difficult to perform, and I did it with a great deal of ease.
3. The audience will probably be too large in comparison with the size of the hall.
4. The singer sang several familiar songs that everybody knew.
5. Mother's mind was very much relieved and free from worry when she knew that Donald had passed the examinations which he had to take.

6. The unreal adventures of Alice and her fanciful friends were all make-believe.
7. The guide thought that in his opinion we should remain where we were fishing, for he had the idea that the fish would begin all over to bite again.
8. He strode with anxiety up and down the corridor, and he didn't seem to notice anybody at all.
9. It was in about the same year that I was born that we moved into the village where we are now living.
10. The speaker had a good talk, but he had to talk very loud to be heard above the talk of ome disrespectful members of the audience, who were very uncouth.
11. We nearly made the trip in about the same time that we did last year.
12. There are some books, though not very many, that I should like to reread again, because they relate real incidents that are true to life.
13. Dora made one false mistake when she was speaking, but she rectified it correctly
14. In many of the actions that we perform carelessly, there is no sense or reason at all.
15. Never before in all my experience had I seen anything like it.
16. I was discouraged to find that it was such a long book with so many hundred pages.
17. It is untrue what you heard that I said, and you should not believe a single word that there was in it.
18. When you return back home, will you send me a complete report that contains all the facts?
19. Sarah had lost all her courage, and she was downhearted about her studies.
20. When I was a small boy of about ten years of age, I had a memorable trip across the country from Maine to California which I shall never forget.

Group III

a. In your own reading how many of the principles for good writing have you observed? Can you bring to class examples of some of these?

b. Select from your own reading a passage that impresses you because you think it is good writing. Read it to your class and explain the reasons for your choice.

c. Read the following passages carefully. How many of the principles for good writing which you have studied can you recognize in them? List them on your paper.

1.

The end of the world, he thought, might be like the sink-hole. Fodder-wing had said that it was empty and dark, with only clouds to ride on. But no one knew. Certainly reaching it must feel as it felt to reach the edge of the sink-hole. Jody wished that he had been the first to discover it. He turned the corner of the fence now. He left the road and took the trail. It was narrow, hemmed in by briers. He pretended that he did not know there was a sink-hole. He passed a dogwood tree. It was a landmark. He closed his eyes and whistled carelessly. He put his feet ahead of him slowly. In spite of his determination, in spite of squeezing his eyelids tight, he could not make himself go farther with his eyes shut. He opened them and walked with a sense of relief the last few steps to the edge of the great limestone sink. (From *The Yearling*, by Marjorie Kinnan Rawlings)

The water was clear, for the hogs were feeding to the north in the marshy prairies, and had no need of the sink-hole. A small frog eyed the boy from a partly submerged twig. The nearest water was a couple of miles away. It seemed amazing that frogs should travel so far, to settle in a small and distant pool. He wondered if the first frog migrants had known that there was water here, when they hopped to the rim of the sink-hole and hesitated on their green haunches. Penny said that once in rainy weather he had seen a line of frogs in single file, like marching soldiers, crossing the dry flat-woods. Did they move blindly or with knowledge? Penny did not know. Jody flipped a frond of fern into the pool and the frog dived and hid himself in the soft muck. (From *The Yearling*, by Marjorie Kinnan Rawlings)

When I see the discomforts that able-bodied American men will put up with rather than go a mile or half a mile on foot, the abuses they will tolerate and encourage, crowding the street car on a little fall in the temperature or the appearance of an inch or two of snow, packing up to overflowing, dangling to the straps, treading on each other's toes, breathing each other's breaths, crushing the women and children, hanging by tooth and nail to a square inch of the platform, imperiling their limbs and killing the horses, I think the commonest tramp in the street has good reason to felicitate himself on his rare privilege of going afoot. Indeed, a race that neglects or despises this primitive gift, that fears the touch of the soil, that has no foot-paths, no community of ownership in the land which they imply, that warns off the walker as a trespasser, that knows no way but the highway, the carriage-way, that forgets the stile, the foot-bridge, that even ignores the rights of the pedestrian in the public road, providing no escape for him but in the ditches or bank, is in a fair way to far more serious degeneracy (From *Winter Sunshine*, by John Burroughs)

4.

As we come in sight of the lilies, where they cover the water at the outlet of the lake, a brisk gust of wind, as if it had been waiting to surprise us, sweeps down and causes every leaf to leap from the water and show its pink under side. Was it a fluttering of hundreds of wings, or the clapping of a multitude of hands? But there rocked the lilies with their golden hearts open to the sun, and their tender white petals as fresh as crystals of snow. What a queenly flower, indeed, the type of unsullied purity and sweetness! There is something very pretty in the closed bud making its way up through the water to meet the sun; and there is something touching in the flower closing itself up again after its brief career, and slowly burying itself beneath the dark wave. (From *Riverby*, by John Burroughs)

5.

He that gathereth in summer is a wise son: but he that sleepeth in harvest is a son that causeth shame.

Blessings are upon the head of the just: but violence covereth the mouth of the wicked.

The memory of the just is blessed: but the name of the wicked shall rot.

The wise in heart will receive commandments: but a prating fool shall fall.

He that walketh uprightly walketh surely: but he that perverteth his ways shall be known.

He that winketh with the eye causeth sorrow: but a prating fool shall fall.

The mouth of a righteous man is a well of life: but violence covereth the mouth of the wicked.

Hatred stirreth up strifes: but love covereth all sins.

(From Proverbs, 10 5–12)

III. STORYTELLING

STORIES are told whenever people come together. At clubs, at dinners, in social gatherings — whatever the occasion, the exchange of stories is the most usual and the most satisfactory form of entertainment. No wonder, then, that from man's earliest recollection telling stories has been a profession. So popular is it today that complete radio programs are devoted to it, and people gather in community groups to enjoy it.

You have heard storytelling referred to as an art. Accomplished storytellers are never without audiences. You know that in your own group of friends it is the person who can tell a story well that gets the hearing. You have observed how the same story told by two different people may have entirely opposite effects. On the tongue of one it will be engaging, while when told by another it will be colorless and without appeal.

Few people are by nature good storytellers, and often those who most enjoy regaling others are the most complete bores. But anyone may learn to tell a story well.

A. Objectives

To discover the importance of choosing a story with care
To learn how to prepare to tell a story
To practice the regulations for effective storytelling

CHOOSING STORY The fund of stories is almost inexhaustible. There are folk tales, fairy tales, stories of men and animals, stories of adventure and personal experience, holiday stories, Bible stories, legends, and anecdotes. The list could [illegible]d indefinitely.

Stories vary in interest according to their setting (time and place), characters, mood, and plot. In making your choice of a story to tell, be sure that it meets certain tests.

1. *Do you like it?* If you do, you should tell it well. Have you heard a story told in a perfunctory fashion that made no appeal at all? And then have you heard the same story told by someone who enjoyed it immensely himself? You probably observed that the audience reacted spontaneously to the enthusiasm of the second teller. It makes all the difference in the world whether the person who tells the tale really enjoys it himself. Enthusiasm is contagious. If you have that, your audience will respond favorably.

2. *Will your hearers like it?* It takes a certain kind of stor appeal to a particular group. Perhaps your club would not be especially interested in a story that your family would enjoy and you might not like to tell to a sick friend a stor that your club received with enthusiasm. If your audience were small people, you would be extremely cautious of choice. Walt Disney's picture "Snow White" was mitted to be shown in England with the witch in it because of the effect upon the children. Friends of your own age would probably like stories of adventure, while older would respond to historical tales. Always make your with careful consideration of your audience.

3. *Is it in good taste?* There are groups of coarse people fund of vulgar stories that they delight to tell on all occasions. Many cheap stories are not worth the telling and shoul never be told. Your audience may not always appreciate the most refined story, but it is always better a good quality than to descend to a low standard. There re of excellent merit for every group.

4. *Will it meet the time requirement?* Unless you are only entertainer, it is inconsiderate to tell stories of great length and thus exclude others of the party. That very much like monopolizing a conversation. There is no surer

ing unpopular. In groups, short stories are acceptable. But even if you are the sole performer, it is better to eliminate all unnecessary details. Conciseness is always an important element in effective storytelling.

Preparing to Tell the Story Telling a story, no less than making a speech, requires careful preparation. Few people tell stories well spontaneously. To do so is the result of much experience. An exception, of course, is the anecdote or joke, which usually has its point only if told on the spur of the moment. We are here concerned with stories of greater length.

1. *Read or think your story through carefully.* Get in mind all the details. If it is a story of plot, the proper sequence is most important; and if there are passages of description, they should be thoroughly subordinated to the action. If it is a story of character or setting, the details should be so familiar and so grouped in your mind that no effect is lost in the telling. You should be able to go through the story to yourself with the satisfaction of knowing that you can tell it without ruining the sequence or omitting important facts.

2. *Tell the story aloud to a listener* You will discover that it is easier to think the story through to yourself without loss of details than it is to tell it aloud. The latter will make you aware of the difficult problems in sequence, dialect, and vocabulary.

3. *Watch the time.* You may discover that it will take you longer to speak it aloud than your time allows. In that case, eliminate such details of action or passages of description as will permit you without loss of interest to keep within your allotted time. This will require some skill, but a little experience will teach you how to do it with good results.

4. *Get the author's mood.* Exactly how did he feel in writing it? What impression did he wish to make? Discover how, by the inflection of your voice and by catching the author's

style, you can most effectively produce the impression he intended. If your story is one that you have heard and not read, then determine for yourself what mood you wish to create in your audience.

Telling the Story In any piece of work that is to be delivered before an audience the hardest part is done in advance, but excellent preparation may be wasted by unsatisfactory delivery. If you are experienced in speaking before audiences, either formal or informal, you will have little difficulty in telling your story. On the other hand, even the most skillful performer constantly learns new methods of appealing successfully to audiences. Telling a story is not delivering a declamation or making a speech. It requires recognition of definite regulations.

1. *Be confident.* If you are thoroughly prepared, this will not be difficult. Knowing that you have control of your story, believe that you can tell it well. Confidence in yourself will give your audience faith in you. If they feel that you are lacking it, they will have sympathy for you rather than interest in what you are telling them.

2. *Be comfortable.* Informality must become a natural quality in good storytelling. This is especially true in handling conversational passages and in assuming roles of different characters. Stories are told for entertainment, and stiffness and formality rob them of the delight.

3. *Be direct.* Otherwise you will not get the response of your listeners. If you are direct, you will discover that they feel warmly toward you. Your task will thus be made easier. Directness in delivery results in the co-operation of the audience. No story is well told unless both the teller and the listener do their share.

4. *Aim for a single effect.* If your story is one of plot, somewhere in it there will be a climax. Don't miss it. Build your audience up for it and give them the joy of that one moment.

If it is a story of setting or character, do not fail to leave the impression of color or quality. Leave one good impression upon your listeners.

B. Some Good Stories to Tell

1. A Fable

THE FROGS DESIRING A KING

The frogs, who were living a free and easy life, all got together one day and asked Jupiter to let them have a king who might watch their morals and make them live more honestly.

Jupiter was in a pretty good humor that day; so, with a laugh, he tossed down a log and said, "All right, there is a king for you."

The log landed with a splash and scared the frogs so that they were afraid to go near it. After a while, however, when it lay still, they went a little closer and a little closer. In a very short time they were hopping and diving all around it and treating it with familiarity and contempt.

Not being content with such a do-nothing, insipid king, they sent to ask Jupiter to send a different sort of ruler.

Jupiter by that time was tired of their complaining, so he sent them a stork who wasted no time or ceremony. He started in eating frogs right and left as fast as he could gulp them.

What frogs were not eaten began to croak and ask for still another king, or to be allowed to go back to the good old days when they had no king at all.

"No," said Jupiter, "this was your idea and so now you will just have to make the best of what you asked for."

The Point: If you are getting along all right, you had better think it over before you ask for a change. (From *Aesop's Fables*)

2. A Myth

APOLLO AND HYACINTHUS

Apollo was passionately fond of a youth named Hyacinthus. He accompanied him in his sports, carried the nets when he went fishing, led the dogs when he went to hunt, followed him in his

excursions in the mountains, and neglected for him his lyre and his arrows. One day they played a game of quoits together, and Apollo, heaving aloft the discus with strength mingled with skill, sent it high and far. Hyacinthus watched it as it flew, and excited with the sport ran forward to seize it, eager to make his throw, when the quoit bounded from the earth and struck him in the forehead. He fainted and fell. The god, as pale as himself, raised him and tried all his art to stanch the wound and retain the flitting life, but all in vain; the hurt was past the power of medicine. As, when one has broken the stem of a lily in the garden it hangs its head and turns its flowers to the earth, so the head of the dying boy, as if too heavy for his neck, fell over on his shoulder. "Thou diest, Hyacinth," spoke Phoebus, "robbed of thy youth by me. Thine is the suffering, mine the crime. Would that I could die for thee! But since that may not be, thou shalt live with me in memory and song. My lyre shall celebrate thee, my song shall tell thy fate, and thou shalt become a flower inscribed with my regrets." While Apollo spoke, behold, the blood which had flowed on the ground and stained the herbage ceased to be blood; but a flower of hue more beautiful than the Tyrian sprang up, resembling the lily, if it were not that this is purple and that silvery white. And this was not enough for Phoebus; but to confer still greater honor, he marked the petals with his arrow, and inscribed "Ah! Ah!" upon them, as we see to this day. The flower bears the name of Hyacinthus, and with every returning spring revives the memory of his fate. (From *The Age of Fable*, by Thomas Bulfinch)

3. A Legend

THE MONKEY THAT SAVED THE HERD

It came to pass that the Buddha was reborn as the King of the monkeys. He lived with his herd of 80,000 monkeys in a thick forest near a lake. In this lake there lived an ogre who used to devour all those who went down to the water.

The Buddha spoke to his subjects and said: "My friends, in this forest there are trees that are poisoned, and lakes that are haunted by ogres. Eat no fruit and drink no water of which you have not already tasted, without consulting me."

This they agreed to do. And one day, having arrived at a spot which they had never visited before, they found a great lake. They did not drink, but awaited the return of their King.

Now when he arrived he went round the lake, and found that all the footsteps led down to the lake but none came up again. And he said: "Without doubt this is the haunt of the ogre."

When this water ogre saw that they were not invading his domain he appeared in the form of a terrible monster with a blue belly, a white face, and bright red hands and feet. In this shape he came out of the water and said to the King: "Why are you seated here? Go down to the lake and drink. But the King said: "Are you not the ogre of this water?" "Yes, I am, was the answer. "Do you take as your prey all those who go down into this water?" "Yes, I do, from small birds upward. I never let anything go which comes down into this water. I will eat the lot of you, too." "But we shall not let you eat us. "Just drink the water." "Yes, we will drink the water, and yet not fall into your power. "How do you propose to drink the water, then?" "Ah, you think we shall have to go down to the water to drink; whereas we shall not enter the water at all, but the whole eighty thousand of us will take a cane each and drink therewith from your lake as easily as through the hollow stalk of a lotus. And so you will not be able to eat us."

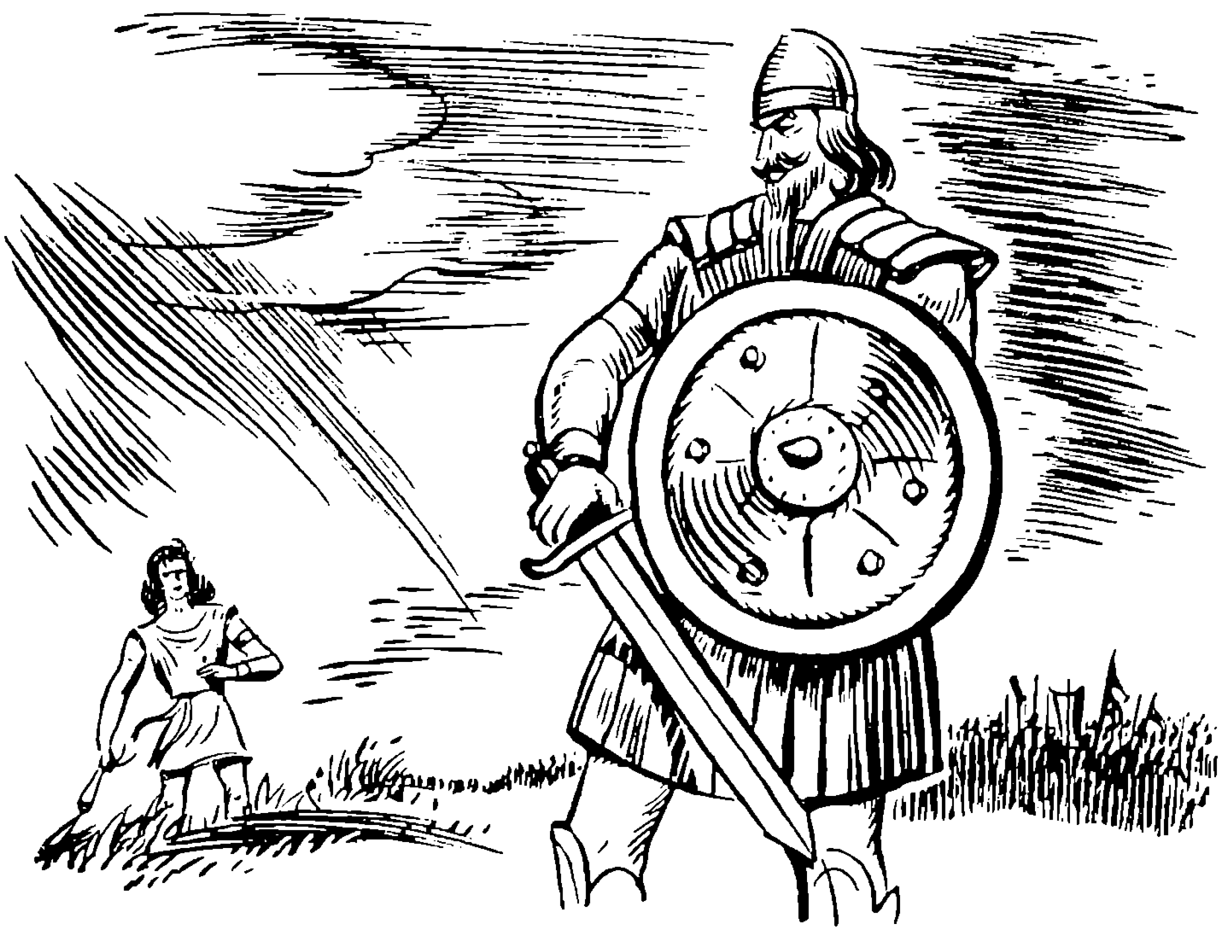
So saying, the King had a cane brought to him, and in true belief that the miracle would take place he blew down the cane, which straightway became hollow throughout without a single knot being left in its length. In this fashion he had another, and another brought, and blew down them. Then he made the tour of the lake and commanded, saying, "Let all canes growing here become hollow throughout." Now, thanks to the saving goodness of their reform chiefs, their commands are always fulfilled. And henceforth every single cane that grew round that lake became hollow throughout. After giving his commands the King seated himself with a cane in his hand. All the other 80,000 monkeys, too, seated themselves round the lake each with a cane in his hands. At the same moment when the King sucked up the water through his cane, they all drank in the same manner, as they sat on the bank. This was the way they drank, and the ogre could get no power over any of them, so he went off in a rage to his habitation. The King, with his following

of 80,000 monkeys, went back into the forest. (From *Eastern Stories and Legends*, by Marie L. Shedlock)

4. A Bible Story

DAVID AND GOLIATH

And Saul armed David with his armour, and he put an helmet of brass upon his head; also he armed him with a coat of mail.



And David girded his sword upon his armour, and he assayed to go; for he had not proved it. And David said unto Saul, I cannot go with these; for I have not proved them. And David put them off him.

And he took his staff in his hand, and chose him five smooth stones out of the brook, and put them in a shepherd's bag which he had, even in a scrip; and his sling was in his hand: and he drew near to the Philistine.

And the Philistine came on and drew near unto David; and the man that bare the shield went before him.

And when the Philistine looked about, and saw David, he disdained him: for he was but a youth, and ruddy and of a fair countenance.

And the Philistine said unto David, Am I a dog, that thou comest to me with staves? And the Philistine cursed David by his gods.

And the Philistine said to David, Come to me, and I will give thy flesh unto the fowls of the air, and to the beasts of the field.

Then said David to the Philistine, Thou comest to me with a sword, and with a spear, and with a shield: but I come to thee in the name of the Lord of hosts, the God of the armies of Israel, whom thou hast defied.

This day will the Lord deliver thee into mine hand: and I will smite thee, and take thine head from thee; and I will give the carcases of the host of the Philistines this day unto the fowls of the air, and to the wild beasts of the earth; that all the earth may know that there is a God in Israel.

And all this assembly shall know that the Lord saveth not with sword and spear: for the battle is the Lord's, and he will give you into our hands.

And it came to pass, when the Philistine arose, and came and drew nigh to meet David, that David hasted, and ran toward the army to meet the Philistine.

And David put his hand in his bag, and took thence a stone, and slang it, and smote the Philistine in his forehead, that the stone sunk into his forehead; and he fell upon his face to the earth.

So David prevailed over the Philistine with a sling and with a stone, and smote the Philistine, and slew him; but there was no sword in the hand of David.

Therefore David ran, and stood upon the Philistine, and took his sword, and drew it out of the sheath thereof, and slew him, and cut off his head therewith. And when the Philistines saw their champion was dead, they fled.

(I Samuel, 17 38–51)

5. A Folk Tale

TELL-TALE GREASE

De rabbit eat up a jar of butter f'om de turtle. An' when eat up dis jar of butter fom Brother Turtle, Brother Turtle had invited all his frien's aroun' to have a butter dinner. He invited de fox to keep peace. He invited de rabbit to dance. An' during de same time he

invited Brother Squirrel to call de figgers fo' Brother Rabbit to do de dancin' An' Brother Turtle say, "While we was gettin' our party together, you know, Brother Fox, you got to keep peace yere."

"Ah know dat, Brother Turtle."

"An' keep your eyes on Brother Rabbit, 'cause I know him."

Buddy Rabbit, he had been dere de day befo' den, an' eat up de butter. An' now he went back on de day of de dance to dance. An' so when B'oder Rabbit got dere, dey hadn't looked in de jar fo' de butter, 'cause dey had it in de spring, where 'twould keep cool. An' Buddy Rabbit said, "Man, Brother Turtle, why donsh yer start dis dance, 'cause Ah'm sure goin' ter eat dat butter to-day."

An' so Buddy Rabbit he danced aroun' an' made like he was so hongry, 'til he didn't know what to do. An' he had eat dat butter de day befo'

Now, when Brother Turtle got ready to go down to de spring, Brother Rabbit said, "You better hab me go wid yer, Brother Turtle, 'cause I can smell better dan you. If any dawgs been roun' dere, I can smell dem, 'cause you goin' to let Brother Squirrel per-vide somet'in to eat."

"No, I ain't, Brother Rabbit, Ah'm goin' diwide dis myself."

"What dat you got, Brother Turtle, outside de butter?"

"I ain't got nothin' " He said, "If you ain't got nothin', don' give me much butter. I don' like butter much."

Den, when he said dat, B'oder Turtle say, "Well, ef you don' like it, I will give you some for you wife an' chillun."

Brother Turtle went on down to de spring. He see de rabbit-tracks. He looked in de jar, an' didn' fin' no butter. He paid good 'tension to de rabbit-tracks, an' he come on back with de jar. Brother Rabbit met him at de do'

"Law'! Law'! Dat's goin' to be greasy to-day all right fo' dis ol' big jar o' butter." So Brother Turtle said, "People, Ah'm sorry 'cause Ah'm about to cry. I believe Brother Rabbit eat my butter."

"How come you believe dat?"

"'Cause I see de rabbit-track down to de spring."

"I declare I didn' eat dat butter. If you think I eat dat butter, I blow my breath in your face three times; an' ef I eat dat butter, you can smell it."

Buddy Rabbit blow in his face three times, an' he didn' smell it. So said, "Well, le's go down to de spring an' fit dis trap an' see if dis is Brother Rabbit track." So dey said to de fox, "Brother Fox, you hol' Brother Rabbit 'til us come back." B'oder Fox grab B'oder Rabbit, an' he hol' 'em. B'oder Rabbit beg to get loose. "O Brother Fox! if you tu'n me loose, Ah will tell you wha' green patch." He could get all de turnip-greens he want. He said, "No, Ah'm goin' to hol' yer.

"Ah don' care if you did, Ah didn't eat de butter." So he held him until dey all come back. An' Brother Rabbit say he didn't eat de butter. So dat was his cousin's track, 'cause his cousin was tellin' about some butter las' night. Says, "It wasn' on me. If you all t'ink 'twas me, you can do anything with me you want. You see one rabbit's tracks, an' you think it's me. 'Cause a whole kot o' rabbits in dis worl' 'Cause my cousin was here from Brother Dove's plantation.

"I kyan' help it, Brother Rabbit, I know it was you."

"Wait, don' kill me yet, don' kill me!"

B'oder Fox said, "Ah'm de peace-man. Brother Rabbit say he didn' eat it.

B'oder Squirrel say, "Don' pay 'tention to Brother Fox, 'cause he goes with Brother Rabbit daughter. B'oder Rabbit said, "Ah don' kyare what you do wid me ef you prove it, Brother Turtle." Brother Terrapin he said, "Well, le's make a big ol' fire, an' all us lie down by dat fire an' go to sleep. De one who de grease run out de mout', dat's who eat de butter."

Dey made up a great big fire, an' B'oder Turtle he give all um piece o' boa'd to lie on. Whosever boa'd was greasy, dat's de one eat de butter Ev'ybody went to sleep. An' de turtle firs' one woke up. An' Brother Rabbit was de nex' one. Brother Turtle woke Brother Rabbit up by cryin' Brother Rabbit he jumped up an' hollered. Said, "Brother Turtle done slip de greasy boa'd under me." An' dey grab Brother Rabbit, an' dey said, "Ah knowed you eat dat butter." Said, "No, Ah didn', 'cause my boa'd was a straight boa'd, an' Bro' Turtle slip his boa'd under me." An' said, "No, you eat de butter. We go bu'n you up." An' B'oder Rabbit say, "I'd rather fo' you to bu'n me up dan fo' you do anything else, dan t'row me in dat big ol' thick briar-thicket ower dere. Dem briars would

stick me an' get me all sore, an' I lay sick a long time an' suffer befo' I die. An' ef you t'row me in de fire, all dis butter I eat will melt an' drown dat fire out." An' B'oder Turtle say, "T'row him in de briar-patch, Brother Fox."

Brother Rabbit says, "P'ease don', Brother Fox. T'row me in de fire, so I can drown it out."

So dey got mad at um, an' take him an' t'row him in de briar-patch. Brother Rabbit says, "Shoo!" after he hit de briar-patch. "Dis where I was bred an' born. Ah eat de butter, an' you t'rowed me home." (From *Folk Tales of All Nations*, by F. H. Lee)

6. A Poem

THE BALLAD OF THE OYSTERMAN

It was a tall young oysterman lived by the river side,
His shop was just upon the bank, his boat was on the tide;
The daughter of the fisherman, that was so straight and slim,
Lived over on the other bank, right opposite to him.

It was the pensive oysterman that saw a lovely maid,
Upon a moonlight evening, a-sitting in the shade;
He saw her wave her handkerchief, as much as if to say,
"I'm wide awake, young oysterman, and all the folks away."

Then up arose the oysterman, and to himself said he,
"I guess I'll leave the skiff at home, for fear that folks might see;
I read it in the story-book, that, for to kiss his dear,
Leander swam the Hellespont, — and I will swim this here."

And he has leaped into the waves, and crossed the shining stream,
And he has clambered up the bank, all in the moonlight gleam;
Oh there were kisses sweet as dew, and words as soft as rain, —
But they have heard her father's steps, and in he leaps again.

Out spoke the ancient fisherman, — "Oh, what was that, my daughter?"
" 'Twas nothing but a pebble, sir, I threw into the water."
"And what is that, pray, tell me, Love, that paddles off so fast?"
"It's nothing but a porpoise, sir, that's been a-swimming past."

Out spoke the ancient fisherman, "Now bring me my harpoon!
I'll go into my fishing-boat, and fix the fellow soon.
Down fell that pretty innocent, as falls a snow-white lamb,
Her hair drooped round her pallid cheek like seaweed on a clam.

Alas for those two loving ones! She waked not from her swound,
And he was taken with a cramp, and in the waves was drowned;
But Fate has metamorphosed them, in pity of their woe,
And [illegible] they keep an oyster-shop for mermaids down below.
— Oliver Wendell Holmes

A Story of Personal Experience

AN AWKWARD PREDICAMENT

Juan Sandoval was not a Spanish *hidalgo*. He was only an Indian [illegible] with perhaps a little Spanish blood) but he had a shrewd outlook on life and an appreciation of the advantage of "schooling." Pacifica, the oldest daughter, aspired to become a teacher.

Juan Sandoval died from the bite of a rattlesnake and poverty descended upon the family But they clung together and managed to eke [illegible] an existence from working the little plantation, while Pacifica continued at school.

I interested myself in the family and at intervals would stop at the house for an hour's chat with the mother of Pacifica. The chance acquaintance ripened into genuine friendship.

One [illegible] toward the end of the rainy season in the early '90s — it was an afternoon in November — while working in my laboratory, I received [illegible] telegram from the little village of Curridabat, which [illegible] twel[illegible] miles beyond the city limits of San Jose. "Come, Mother dying, bring candles, [illegible] it read. Within an hour a second [illegible] reached me. Its laconic words were, "Bring shoes for [illegible] Both messages were signed "Pacifica."

E[illegible] I not known the family intimately, I should have read into [illegible] second telegram a pathetic story. It is the pride and the tradition [illegible] Central American native, with a strain of Castilian blood, that members of the family be buried in their best clothes — if possible, in better raiment than they ever wore in life. Poverty, no doubt, had prevented the mother from possessing shoes.

I immediately made preparation for the journey to render what aid and sympathy I might. I took with me a friend, a recent arrival in the tropics, who had evinced sympathetic interest in the natives and their customs. It was night when we started, through a drizzling rainstorm, on the ten-mile ride to the native *rancho*. The long cheerless ride, with thoughts of meeting a gloomy, saddened household, had hardly prepared us for the reception that awaited us.

As we rode into the stable-yard, gay strains of music met our ears. The wake was in full swing. The house was aglow with the light of many candles, which threw their rays through the chinks of the wattled walls into the damp darkness without, while from the near-by kitchen came savory odors that sharpened the appetites we had built up on the long ride. The cheerful sounds from within the house and the seductive odors made it hard to realize that we had journeyed to a funeral.

We were met at the door, where I delivered my packages, and conducted into the crowded living-room of the house, in the center of which lay the body, surrounded by the family and friends. The family's hospitality was generous; rounds of drinks came one after another in swift succession, followed by plates piled high with roast meats and fowl.

Our presence seemed to call for a new round of drinks and more food, but presently I was called aside by the daughter of the house. She thanked me for bringing candles and was greatly pleased that I had brought shoes. Further to show her appreciation, she accorded to my friend and me the honor of fitting the shoes. Rarely have I experienced such embarrassment. Even in private the task would have been little to my liking, while to carry it out under the curious eyes of the dead woman's friends and neighbors was disconcerting. We hesitated and drew back, but the daughter insistent.

In the purchase of the shoes I had made some allowance for fact that the mother had led an outdoor agricultural life, reasoning that her bare feet would have spread under such conditions, but unfortunately I did not realize that her feet had been so large in the beginning. The shoes I had brought, big as they were, were not large enough.

"No use, Cherrie," said my friend.

We were at our wit's end — incidentally growing more heated every moment — but something must be done and done quickly. Unconsciously the master of ceremonies came to our relief by calling upon all present to join in a chant or requiem for the soul of the dead. My companion had an inspiration. During the respite, while eyes were turned from us, he deftly slit the back of the shoes. We were then able to draw them on and lace them in front.

Early the following morning, without ceremony of any sort, the poor, tired body of an Indian woman was carried to its eternal resting-place.

Months later, after a long, hard expedition, I fell a victim of pneumonia. One night, when life was beginning to hang in the balance, I awakened from a fitful, troubled slumber to find Pacifica Sandoval bending over my bed. That night is one I shall never forget. As I lay, probably in a semi-comatose condition, I had no power to speak, no desire to speak, but was conscious of all about me and of a freedom from pain, although the body must have given evidence of struggle, for I could hear the awed whispers of those who sat and waited, "He is going.

With the dawn of a new day, the struggle was over, I slept and Pacifica watched over me.

"With careful nursing he will live," said the doctor.

Weeks later, when I would have rewarded the girl for her services and faithful, loving care, she shook her head and said, "You brought the shoes for Mother." And an Indian girl went out of my life forever. (By George K. Cherrie. From *Told at the Explorers Club*, edited by Frederick A. Blossom)

C. Activities

Group I

a. Make a list of the best stories you have ever heard. Tell why each remains in your mind. What effects did each have upon you?

b. Make a list of your favorite storytellers. What stories of each have made the greatest appeal to you? Discuss the various types of the different writers.

c. Discuss your favorite radio program of stories. Why are you attracted to it? What types of stories are told? Are they told effectively? Do you think they are worth telling?

d. Have you ever heard a professional storyteller entertain an audience? If you have, tell your class about it.

e. What story that you know do you think would be appropriate to tell to each of the following audiences?

1. Your family
2. Your club
3. Your church society
4. An adult friend
5. A sick friend in the hospital
6. A stranger with whom you are traveling
7. A brother or sister of six
8. Your friends in the cafeteria
9. A radio audience
10. Your school in the auditorium

f. Tell your favorite story to your class. See if it produces the effect you expected.

g. Select another story from those you know to tell to your class. Have in mind a particular impression you wish to make. Follow faithfully the suggestions for preparing and telling a story. See how engagingly you can tell the story and how genuinely the class responds.

h. Tell to your class a story by one of the following authors:

1. O. Henry
2. Will Rogers
3. Rudyard Kipling
4. Joel Chandler Harris
5. Hans Christian Andersen
6. Mark Twain
7. Robert Louis Stevenson
8. Edgar Allan Poe
9. Charles Dickens
10. Washington Irving

i. On different days prepare to tell your class the following:

1. A legend
2. A hero story

3. A story of adventure
4. An animal story
5. A Bible story

j. Read a story from a current magazine and tell it to your class. Make your selection carefully and prepare thoroughly for the telling. Let the class discuss the appropriateness of it and your telling of it.

Group II

a. Imagine your class to be in turn the following groups. Tell a story appropriate for the group. The proper setting may be got by the use of pictures or other properties.

1. A club dinner
2. A meeting of a school society
3. Your young people's church society
4. A campfire group

 A school lunch group

b. Give to your class a talk on an appropriate theme. Use an anecdote to make clear a specific point.

c. On succeeding days tell the following:

1. A story of setting
2. A story of character
3. A humorous story
4. A special holiday story
5. A myth

d. Imagine you are speaking to an athletics rally. Your purpose is to create enthusiasm for a coming event. During your talk tell a story about a man or woman famous in sports.

e. Tell to your class a story which you have heard, but which, so far as you know, has never appeared in a book. See how much of your own individuality you can put into the telling.

f. Choose from your favorites a "tall tale" and tell it to your class. Among the best known are those about Paul Bunyan, Mike Fink, and Davy Crockett.

Prepare for telling a story which has appeared in poetic form. Be sure to catch the spirit of the story. Is it anxiousness, sympathy, patriotism, or some other mood? The following are suggestions:

1. "The Wreck of the Hesperus," by Henry Wadsworth Longfellow
2. "The Rime of the Ancient Mariner," by Samuel Taylor Coleridge
3. "The Harp-Weaver," by Edna St. Vincent Millay
4. "Maud Muller," by John Greenleaf Whittier
5. "The Death of the Hired Man," by Robert Frost

h. Select an incident from a novel, determine the effect the author wished to create, prepare to tell it as you would a story, and present it to your class. Indicate what has preceded the incident if that is necessary to make the audience understand it. The following novels are suggestions:

1. *Moby Dick*, by Herman Melville
2. *Black Arrow*, by Robert Louis Stevenson
3. *A Tale of Two Cities*, by Charles Dickens
4. *Mutiny on the Bounty*, by Charles Nordhoff and James Norman Hall
5. *The Adventures of Huckleberry Finn*, by Mark Twain

Group III

a. How do the following opening sentences give you the mood of the stories?

1. "Whoever has made a voyage up the Hudson must remember the Kaatskill Mountains." (*Rip Van Winkle*)
2. "True! — nervous — very, very dreadfully nervous I had been and am!" (*The Tell-Tale Heart*)
3. "Of course that was not his name. (*Quite So*)
4. "It had been a year of strange disturbances." (*King Solomon of Kentucky*)
5. "The Mill where Will lived with his adopted parents stood in a falling valley between pine woods and great mountains." (*Will o' the Mill*)

Bring to class the opening sentences of five other stories and explain how each suggests a different mood.

b. Prepare a story of personal experience to tell to your class. Make your preparation as thoroughly as though it were a literary story.

c. Prepare to tell a story that is connected with local history.

Arrange a mock radio program based upon one which features the telling of stories. Remember here you do not have the direct appeal of personality to the audience. Voice and diction, therefore, are very important.

e. Select one of the following stories to tell to your group. If the same story is told more than once, there will be opportunity to compare results.

1 *The Mi*[illegible] *Pitcher*, by Nathaniel Hawthorne (Myth)
2. *The Flying Dutchman*, by Horace E. Scudder (Legend)
The Happy Prince, by Oscar Wilde (Fairy Tale)
4. *A Tale of Three Tails*, by Charles Finger (Enchantment)
5. *Beowulf Fights the Dragon*, by John Harrington Cox (Hero)
6. *Gulliver the Great*, by Walter A. Dyer (Animal)
7 *My Indian Boyhood*, by Charles A. Eastman (History)
8. *Adrift on an Ice Pan*, by Wilfred T Grenfell (Adventure)
9. *Two Cities*, by Selma Lagerlöf (Easter)
10. *The Story of Ruth* (Bible)

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